

Educational Supplement

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5.1% pay award: panel member fears for staff morale

by Mark Jackson and Richard Garner

A 5.1 per cent pay increase recommended for teachers could have a dangerous effect on morale in schools, according to Professor John Hughes, a dissenting member of the three-member arbitration panel which made the recommendation.

The award, announced on Tuesday, is 0.6 of a percentage point above the one made by local authorities and agreed by teachers' unions, leading industrial action and eventually to a split in the first in the history of teachers' pay arbitration. Approval

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The award were the panel's chair, Professor Eric Armstrong, and management representative, Mr Ramsey, former industrial relations chief at Ford.

In an exclusive interview with *The Times*, Professor Hughes, the teachers' union hinted that he had urged the arbitration team to act on the assumption that teachers must be treated as a special case in the same way as some of the other public service professions, and refuse to accept the government's argument that the way to do so could not be found.

That, said Professor Hughes, would mean adding to the figure of 4.5 per cent which was the going rate for pay awards this year "a more token figure" which would have recognized the various special factors facing teachers.

Professor Hughes, who has played a

part in virtually every Burnham teachers' settlement since the early seventies, said: "The Government is insisting that it can apply lower standards for teachers' pay than for that of other public professions. I had hoped that an independent arbitration team could have stood out against such double standards. It seemed to me that any recommendation which accepts those double standards could not be a proper deliberation of the merits of the case."

"In those circumstances I felt that signing the recommendation would be to acquiesce in the impoverishment of teachers."

Meanwhile, it is becoming clear that schools face further industrial action - possibly before Christmas - in the wake of the award.

Teachers' leaders are planning to submit a 1985 pay claim - calling for rises of at least 12 per cent - by the end of next month - with the prospect of further industrial action if the employers fail to respond to it swiftly.

Mr Doug McAvoy, deputy general secretary of the National Union of Teachers and leader of the teachers' side during negotiations, said: "I can't imagine any teacher feeling any better, or less frustrated than they did earlier this year as a result of this award."

This week also saw the results of the arbitration hearing into the college lecturers' pay claim - in which the arbitration panel was again divided.

Professor Armstrong has recommended a 4.6 per cent increase for the profession with an extra £330 a year for lecturers without promotion prospects at the top of lecturer grade one scale.



Teachers in some parts of the country resumed industrial action on Monday in protest at the delay in announcement of the pay arbitration recommendation, *Mike Durham writes*. One school affected was Central Foundation School in Tower Hamlets, east London, where staff walked out at lunchtime leaving pupils to eat out. The 230,000-strong National Union of Teachers had asked members to resume sanctions, including refusal to cover for absent colleagues and withdrawal of "goodwill" activities including lunchtime supervision. The arbitration recommendation was announced on Tuesday afternoon.

Pictures: Laurie Spurrham

The computer junkies...

by Hilary Wilce

Many children are turning into computer junkies at school, and the pupils most at risk are those with social problems.

The addicts spend hours at lunchtime and after school working on the computers, and can arrive at school up to two hours early to play with the machines. Often they are pupils with family problems at home, or who have difficulties building friendships, and their computer addiction appears to make these problems worse, teachers say.

They report a large degree of cliqueness among addicts, who become selfish about their specialist knowledge and refuse to share it with other pupils. Yet the educational benefits of their obsession seem doubtful, their teachers suspect.

They fear that the junkies - exclusively boys - do not acquire a deep and

coherent level of knowledge about computers, but operate at a "jargon level", bluffing their way through with technical terms. Some report that the addicts' performance in other subjects on the timetable appears to suffer.

The findings come from research at Loughborough University into computer addiction.

The researcher, Ms Margaret Shotton, is interviewing people who say their lives have been disrupted and damaged by computers. Most are adult males with micros at home, but Ms Shotton has contacted teachers worried about the problem.

All work in secondary schools or sixth form colleges and report that the problems show up mainly through school computer clubs. Most have limited the computer time they allow addicts.

Private schools need better training

by David Lister

Private schools lag well behind the State sector in giving their staffs in-service training.

An internal report, commissioned by the Headmasters' Conference - the 222 top private schools - says that virtually all heads agree that too little is being done, but that some think that in-service training is "trendy" and "appeals only to those pushing for promotion".

The report's author, Mr Alan Tam-madge, former head of Sevenoaks School, Kent, said this week that the findings were very worrying. "The view in the past has always been that we have such a first rate bunch of people they will look after themselves. This won't hold up any more, if indeed it ever did. There is a danger now of an aged stock just deteriorating. It is clear that the maintained sector is ahead of HMC."

The report, which will be discussed at this autumn's HMC annual meeting, estimates that under one third of staff attended any form of in-service training or relevant conference over two years.

It adds that HMC schools may soon find themselves with more pupils whose command of English is poor on entry and "who suffer from dyslexia or are handicapped in some other way." Training would be needed now in how to deal with them.

College funding takeover to go ahead

by Biddy Passmore

Ron King, the Secretary of State for Employment, is likely to issue a final directive to the Manpower Services Commission within the next month, instructing it to proceed with plans to take over part of local college funding.

The move would force the Commission by law to implement the switch. Until now, the commissioners have refused to go ahead without the agreement of the local authorities.

With the Tory-controlled share-

counties and the Labour-controlled metropolitan councils have so far maintained a united front against the Government's plan to hand over to the Commission the control and funding of one quarter of their work-related non-advanced courses.

But ministers and MSC chiefs believe their unity will quickly dissolve once they are faced with the hard choice of either accepting the MSC's control or losing the money.

The Commission has already told authorities how much money they stand to receive in 1985-86 under its proposed share-out of the £611m that has been removed from the rate support grant (TES, August 17). If local education authorities spurn money, however, the MSC will have to pay private sector organizations such as Slight and Sound to provide the courses.

The Government hopes that the Association of County Councils will

now come round and that some members of the Association of Metropolitan Authorities will also desert the local authority front.

As a further goad to desertion, Mr David Young, MSC chairman, is believed to be keen to group authorities in twos and threes for the purpose of funding. An authority which rejected the Commission's funds might then have to sit and watch the money going to its neighbour.

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COMMENT

Is there a better way?

The one statement from chief arbiter Professor Eric Armstrong that is likely to command universal acceptance in his comment that arbitration may not have been the best way to settle this year's teachers' pay claim.

The award of 5.1 per cent, for which he could not secure unanimous support from his team of three arbitrators – and for which he provides no rationale in his umpire's report, is a slap in the face for the teachers which provides a sour end to the most acrimonious round of negotiations for at least a decade.

The teacher unions may have been deluding themselves if they thought that they could get the figure pushed up to something like the 7.5 per cent and upwards awarded to favoured groups like nurses, police and firemen. In the current climate of Government opinion that was never really on.

The net result has been a long-drawn-out struggle which has further depressed morale, probably sacrificed as much goodwill as it withdrew, and all for a slender 0.6 per cent which hardly begins to justify it all.

For their part, the employers may feel justified by their stand, though hardly by their conduct of negotiations or staff relationships. At least Sir Keith Joseph can hardly feel it necessary to use Parliamentary forces to set aside the award.

The arbitrators themselves had to approach their obstacle course unusually hobbled by constraints. The traditional method of splitting the difference (which might have been the only way to an answer near 7 per cent) had not only been out of fashion, but rendered impossible by the teachers' own tactics. How do you find the mid-point between 4.5 per cent and "a professional level of salary"?

Added to that, the terms of refer-

ence explicitly ruled out consideration or comment on the structure of pay or responsibilities, though neither side could keep away from it and the issue is now virtually inseparable from pay.

As if in recognition of that, the seamless rolling pay debate began for next year hours before the arbitrators recommendation for this year, and the NUT's salary policy document makes a bold attempt to subsume future structure talks into the 1985 Burnham pay talks.

But any further industrial action could easily forfeit public support, and the unions would have to offer the employers very much more in return on contracts, assessment and negotiating forum than is recognized in the present document. The teachers have had a tough deal, but it had better be accepted right away that a resumption of the structure talks is the only useful way forward. In those circumstances, Professor Armstrong's suggestion of a pay review body seems irrelevant.

If the horns fit . . .

To illustrate its report on the apparently devilish trend among today's five-year-olds, the Assistant Masters and Mistresses Association magazine (page 6) grafts a scribbled pair of horns on to a photograph of an otherwise angelic infant. This not only sums up very well the association's fears about the nature of children now coming into reception classes, it also accords well with the extempore nature of the evidence upon which parents are blamed for a breakdown of order in such classes.

True, the AMMA is not the first to have commented on such alarming increases in apparently disturbed or disturbing children coming into schools. But little reliance can be placed upon the association's attempts to quantify these. Only a third of the poll of 500 replied to leading questions asking them to compare experiences now with their fading memories of five



years ago. And the questionnaire does little to elucidate the sorts of values applied.

It may be that young children have changed drastically in the last five years – certainly the circumstances of some of them have. But as with "disruption" among older children, the teachers always seems to leave out any possibility of inadequate or inappropriate responses to change on their part.

The real incidence, causes and effects of such things are best looked into by competent researchers, and the AMMA is to be commended for not only recognizing that but also for promising its backing for a proper study of this phenomenon.

The research already conducted by Professor Barbara Tizard and Martin Hughes (page 6) might seem at first sight to deny these theories of parental inadequacy. Indeed, Tizard and Hughes conclude that children can benefit more from time spent with their mother than from time in a nursery school.

This does not necessarily contradict the AMMA's claim that parents are to blame for some of the appalling events witnessed in reception classes however. Clearly it would be absurd to assert that all parents always do the right thing for the child – any more than teachers do.

It is important to note, also, that Tizard and Hughes do not use these findings to vilify working mothers or to call for an end to nursery schooling. But their findings give teachers plenty of cause to re-examine their approach to young children. They need to do this both in terms of infants'

cognitive development, which teachers seem seriously to underestimate, and in relation to the apparently oppressive and stultifying effect they have on children – which brings us back to the AMMA.

Teachers are of course entitled – some might say, have a duty – to express views on children's upbringing, just as doctors do on smoking, boxing or road accidents. Both, after all, sometimes have the unenviable task of picking up the pieces. But the fact is that parents, rightly or wrongly, ultimately decide how their child should be brought up and many of them nowadays, right or wrong, take a less rigid and less authoritarian approach.

The members of the AMMA who express such concern, and other like-minded teachers, may not like it. They may think parents totally wrong-headed. But it is not enough to sound off about "weak parents". Indeed, it is not even terribly helpful to adopt such a scolding attitude when more than ever home and school need to show some solidarity.

What teachers must make sure of is that those conflicts and outbursts in reception classes that some are so ready to ascribe to the symptoms of social decay, are not, rather, the avoidable results of the clash between two different sets of values and expectations – their own and those of the families they are there to serve.

Great expectations

Brunei University's 10-volume report on Expectations of Higher Education (page 14) may not tell the Department of Education and Science everything it wanted to know as a basis for future policy and priorities, but its message certainly confirms the hopes and fears of potential students.

They are absolutely right to worry themselves sick about A level grades and the university places that depend on them, because on present form the whole of their future careers are likely

to depend on them too. Not only does the research confirm what most of us knew – that the clear pecking order of universities, polys and colleges is relevant to job-seeking as it is to academic and social advancement – but it also emphasizes how employers rely on A level results to select themselves as a useful sorting mechanism.

It is easy to understand why it should find it convenient to take into account the milk-round view of before degree results are available (rather in the same way that universities will look at O level results before making conditional offers) – it is really something of a shame to have it brought home so forcibly to a good cross-section of employers that so little about the content or relevance of the course followed, or indeed, value added by some three years' higher education instruction.

Whatever the Government, Manpower Services Commission the employers' organizations may preaching about the need for higher education courses to meet the industrial needs, in practice industrial recruiters are more likely to be looking for social skills, sporting prowess, good academic A levels than a blizzard of information. Technical and Salford University may be a for each other, but not every seems to know.

When the DES commissioned report, the brief did recognize "the sum of employers' demands", but it hoped that the survey "would provide a more balanced statement on the expected of higher education by customers" than the "anecdotal, subjective judgment" then available.

The results must be just as encouraging for a department looking for a basis for planning in a time of scarce resources, as for a higher education sector getting conflicting messages make it much safer to settle for status quo. On the evidence of report, which there is little reason doubt, there will be scant incentive until employers adopt recruiting policies that match their polemics.

Policy makers have not given enough thought to the difficulties and contradictions of introducing new forms of educational assessment, according to speakers at the tenth annual conference of the British Educational Research Association.

The report shows that the use of the grant system to influence local government expenditure has been carried out in ways that have given local government conflicting signals. Grant-related expenditures and targets contradict each other. Local authorities have protected themselves against the uncertainties of changing targets at changing rules by building up reserves, leading to higher rates than would otherwise have been necessary.

The growth in these reserves about £400m per year means that actual expenditure by local authorities has been substantially less than target and indeed last year spending probably close to the Government plans. Many of the changes discussed in this article were unnecessary on the Government's own terms.

The report identifies continuing change in targets and penalties and GREs, and the lack of reliable information about local needs and sources as causes of special difficulty. The system has lost the confidence of local authorities. Far from strengthening local accountability the system weakens it.

The report makes proposals for change designed to give stability to the grant system, including the abolition of targets "as soon as practically possible", but its value lies less in specific recommendations than in the analysis of the operation of the grant system. The report explicitly calls for a re-appraisal of the grant system – and implicitly the whole system of local government finance. Without that re-appraisal, difficulties identified will increase.

Professor John Stewart is director of the Institute of Local Government Studies at Brunel University.

Hilary Wilce on indication.

to remove sex discrimination in schools

Teachers bar the way to equality

Teachers can be one of the biggest stumbling blocks to providing equal opportunities in schools.

A recent survey of teachers in 50 secondary schools showed that almost half were unsympathetic towards equality of opportunity. Men showed more hostility to the idea than women, and teachers of male dominated subjects, such as craft and physics, had less sympathy for the problems of inequality than teachers of other subjects.

Even those teachers who said they were in agreement with ideals of equality were often reluctant to try to put them into practice in schools. Many said they felt schools should remain "neutral", and allow their pupils a "free choice in the matter".

The findings come from a survey of teacher attitudes conducted by Mr John Pratt, director of the centre for institutional studies at the Anglian Regional Management Centre, as part of a wider study of curricula differences in secondary schools.

Eight hundred and fifty teachers, from state schools throughout England and Wales, were asked their response to 28 statements about equal opportunities. The sample included roughly equal numbers of men and women.

One in two of the men surveyed showed themselves to be, overall, opposed to equal opportunities practices, and just over one in four were strongly opposed to them. One in three women were opposed, and about one in seven were strongly opposed.

More than one in three of all

teachers thought that "innate psychological differences" between the sexes were responsible for the different career choices of boys and girls.

However, more than 90 per cent of the sample thought the schools and teachers should set an example in reducing sex discrimination, although far fewer were willing to commit themselves to putting this into practice.

A sixth would not commit themselves to action without support from parents, and more than a quarter were hesitant or opposed to encouraging equality in their own teaching.

Most teachers agreed that it was wrong that subjects and careers should be sex-stereotyped, and a majority conceded that teachers themselves played a part in encouraging this view.

Teachers of domestic, secretarial and technical craft subjects minded least about there being "boys' subjects" and "girls' subjects".

When it came to practical choices, discriminatory practices were evident. One teacher wrote: "Schools have to prepare pupils for work in society as it is. Some boys need restricted workshop space more (than girls) at present, desirable as equal access may be

in future for equality". Many said they thought the education system should try to maintain a value-free stance and not try to steer pupils in particular directions.

Mr Pratt writes that the conclusions are disturbing. The wide variety of opinion that teachers hold means that pupils will receive conflicting messages, he points out, while the unsympathetic attitudes of maths and physics teachers mean that girls' reluctance to study these subjects is unlikely to be viewed with concern by the teachers concerned.

The results show that many teachers are "looking for a lead on equality of opportunity, and that they could be helped towards a more widespread positive attitude towards it", the paper concludes.

Mr Pratt said this week that he had been surprised that teachers, "who are supposed to be intelligent beings, can sustain it".

However, he agreed that there were moral dilemmas surrounding issues like equal opportunities, "and teachers get no support at all in trying to resolve them".

He would like to see a compulsory equal opportunities element in all initial training, and far more in-service training. Heads needed to tackle the management problem of carrying staff with them when they introduced changes, he said, and schools also needed to look at administrative matters, such as how they presented their options system.

Encouragement for girls . . . not always so evident in teachers.

at different stages.

"The organizational problems posed by individual rates of progress have largely been ducked by teachers, who have used the expedient of testing all pupils at about the same time," he said.

Achieving comparability for profiles on a large scale could be another difficulty. Profiles were supposed to relate assessment more closely to the curriculum of individual schools than public exams do, but if curricula were different, comparison between skills and grades became difficult.

All the speakers called for further research into the effects of implementing the new assessment, "quite apart from the traditional technical concerns about the reliability and validity of the measures produced," Dr Roger Murphy said.

He suggested questioning aspects like the skills needed by teachers to operate the new systems, alternative forms of in-service support, the usefulness of the assessment for teachers and employers and the overall effects of the changes on curriculum development.

There were also practical problems in implementing the new methods of assessment, said Professor Goldstein. One of the difficulties of using graded tests was that pupils should take the tests as they were ready for them, which means many students would be

at different stages.

Researchers criticize new ways of assessing pupils

by Susannah Kirkman

Policy makers have not given enough thought to the difficulties and contradictions of introducing new forms of educational assessment, according to speakers at the tenth annual conference of the British Educational Research Association.

Mass profiling could also defeat the purpose of introducing it, said Dr. Patricia Broadfoot. Profile reports might follow the French pattern, where these detailed assessments determine future educational or career paths and are viewed as offering the same "choice" as the 11-plus exam in Britain.

Criterion referencing is a form of individual assessment not designed for mass testing. Dr Harry Black said the two or three-hour papers and single grades necessary for public exams and employers would not accurately measure a student's progress. Yet the benefits of criterion referencing were supposed to be that pupils knew exactly what they had achieved, and teachers could decide on the next stage in pupils' learning.

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at different stages.

Professor Harvey Goldstein believed teachers would have to mark "an impressive array of oral, practical and written assessments" if graded

marks policy 'unchanged'

Exam board chiefs have spoken out to deny that marking standards have been raised this year and urged caution when comparing one board's results with another.

Disappointed parents were told by Mr Stanley Owen, senior assistant secretary of the Associated Examining Boards: "We have done our best to keep standards the same as last year. No-one has asked us to change standards." He was answering speculation that examiners had been urged to be tougher on candidates to cope with the increased competition for university places.

Mr Owen said the AEB, which is one of the country's biggest GCE boards and chairs for half a million candidates, did everything it could to make sure there was no significant variation.

Mr Mel Jones, examinations secretary of the Welsh Joint Education Committee, warned of the dangers of making false comparisons.

Help the handicapped – call to prep schools

Prep schools with boarders were urged by the chairman of their association this week to reserve 10 per cent of their places for handicapped children or for slow learners.

It would benefit the other pupils as much as the handicapped, Mr John Clark, chairman of the Incorporated Association of Preparatory Schools, told the annual conference in Cambridge this week.

He also told the schools to offer "guest" weekends or longer periods to pupils from the state sector, and urged prep school heads to join the National Association of Head Teachers, which he thought had more in common with the IAPS than most of the teacher associations.

Prep school numbers had topped

NEWS

in future for equality".

Many said they thought the education system should try to maintain a value-free stance and not try to steer pupils in particular directions.

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However, he agreed that there were moral dilemmas surrounding issues like equal opportunities, "and teachers get no support at all in trying to resolve them".

He would like to see a compulsory equal opportunities element in all initial training, and far more in-service training. Heads needed to tackle the management problem of carrying staff with them when they introduced changes, he said, and schools also needed to look at administrative matters, such as how they presented their options system.

Science course vacancies

by Widdy Passmore

Late university applicants who want to study pure science and some technological subjects stand the best chance of getting a place through clearing, according to information released at the weekend by the University Council on Admissions (UCCA).

Candidates with middling to good grades in the main science subjects, especially physical sciences, should have difficulty. There are only a few places for candidates with good language qualifications (at least C and preferably B in the appropriate subject) although classics and Russian are short of suitable candidates.

Otherwise, clearing places are scarce, with some 27,500 applicants chasing a number of places expected to be lower than last year's figure of 6,000.

Very few places have been reported in social studies (none in law) and applicants for arts courses with only low or moderate A level grades will have difficulty. There are only a few places for candidates with good language qualifications (at least C and preferably B in the appropriate subject) although classics and Russian are short of suitable candidates.

There is a shortage of

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PRIMARY

Bert Lodge reports on reaction to a union survey on primary entrants

Heads dispute claims of growing bad behaviour

Infant and primary heads have hit back at suggestions by a teachers' union that children are beginning school more badly behaved and less trained than they were.

In reply to a questionnaire sent out by the Assistant Masters and Mistresses Association three out of four schools believed there had been a marked deterioration in children's behaviour.

The questionnaire was sent to 500 schools and 156 replied. Of these 64 per cent said aggression towards other children had increased; 53 per cent thought defiance towards teachers was more common and 50 per cent reported more destructive attitudes.

Meanwhile 41 per cent of responses noted a growth in obscene language and 34 per cent reported more tantrums. The findings are reported in the September issue of *Report*, the AMMA journal.

Other findings were that children were also starting school less well-trained socially - ability to go to the toilet unaided, undress for PE, eat correctly was less common among reception class children than five years ago. Seven respondents said over half these children were inadequately prepared then compared with 411 respondents who thought they were so now.

But heads approached this week by *The TES* disagreed. One, Mr William Jordan of Lydgate primary, Bailey said he had detected no change in such standards among the 40-50 infants in his school.

"You could say behaviour is impeccable. Obscene language is certainly not a problem. Mind you, this is a pretty good area. Most of the children have been to a nursery before they come

here," he said. Mr Eryl Jones, head of Felinfach primary near Aberaeron, Dyfed, also thought a nursery unit independent of his 65-pupil school was partly responsible for the unvarying quality of children arriving. "Social training is just the same. And we have no trouble from beginners. We are a village school and this gives you the chance to create a homely atmosphere. We know the parents of the children that come here."

But he did think that children were possibly spoilt a bit more at home.

At the Edith Neville school, King's Cross, London, the head Ms Erica Hallstone, said social training had always been inadequate in some re-

spects. "A lot of inner-city children do not arrive well-trained. Before coming here I worked in Hampstead and it was quite different. But it hasn't got worse in the 12 years I have been here."

Aggressiveness towards other pupils and defiance of the teacher was not a problem except in the case of really disturbed children. "There are a few cases where we have not been able to make a real relationship with the parents and the children are caught in the middle," she said.

More in tune with the results of the AMMA survey was Mrs Sonia Pollock, head of Oxford Gardens primary, North Kensington. "My staff say definitely the situation is worse than it was five years ago. Infants come in the nursery sweating out loud and are much more ready to kick out at teachers and helpers."

Mrs Pollock, president of the London branch of the National Association of Head Teachers, did not think social training was worse. "They arrive as bad as ever." But she thought the deterioration in other respects was part of the general breakdown in standards in society.

Yet unlike the majority of the responses to the AMMA survey she did not heap blame upon one-parent families or television.

As for AMMA recommendations that boys and girls in secondary schools should be educated more about parenthood, she pointed out that it had already been going on for years in many schools.

The AMMA has resolved to allocate £12,000 to a more thorough research of the problem and has already approached London University Institute of Education.

Infant behaviour... has it deteriorated over five years?

about the same number grow to be too tall.

The Child Growth Foundation, which is making the appeal for 5,000 specially-designed charts costing £5 each, believes that a small but significant number of cases are preventable - but go unnoticed until too late.

The causes of growth abnormalities are varied and range from malfunctions of the pituitary gland to bone disorders, genetically acquired syndromes, or even a failure to get enough sleep.

Deprived children who are kept awake at night do not grow properly because, it has been shown, growth takes place during sleep.

Celiac's Disease is a syndrome which depresses the appetite and stunts growth, while Turner's Syndrome affects only girls, leading to extreme shortness and infertility.

Growth problems can also be associated with steroids given to treat eczema or asthma, with poor foetal development or with the mother drinking

too much during pregnancy.

The classic cause of dwarfism, Achondroplasia, can be detected at birth but is untreatable. Simple growth hormone deficiency, on the other hand, can be treated with a course of injections. But it is often not spotted until too late.

Mr Tom Fry, Child Growth Foundation's chairman, said: "A large number of children are being referred to specialists for advice problems at an unacceptably late age. These charts will help us make a dent in this."

"Some children will never be able to be treated. By others are slipping through the net because they are not noticed in time. By the time you are 14 that is how you're going to be for the rest of your life - after puberty, it's usually too late to do anything about it."

"The chart is simple to use. Any teacher or school nurse could do it and it would take 15 minutes to scan a whole class of children."



Barbara Tizard... emphasizes value of a child's conversation with mother

Home out-talks the nursery...

by Susannah Kirkman

Important new research challenges the idea that nursery schools are better learning environments than homes and that working-class children suffer from language deprivation.

In their book, *Young Children Learning*, Dr Barbara Tizard and Dr Martin Hughes say that children's conversations with their mothers provide a richer source of intellectual growth than the more superficial exchanges at nursery school.

The authors have analysed hundreds of conversations and conclude that children learn more at home because they are constantly talking, arguing and asking questions which their mothers are nearly always prepared to answer. At the nursery, four year olds held an average of only 10 conversations an hour, compared with 27 an hour at home.

The book suggests that children learn literacy and numeracy naturally at home through, for instance, playing cards with their mothers, counting knives as they lay the table and writing letters to grandparents.

There was no sign that working-class mothers did not talk to their children the working-class children were also growing up in a rich language environment, said the authors.

Dr Tizard and Dr Hughes believe that deprivation is more likely to occur at nursery school. They noticed that working-class girls, in particular, tended to be over-awed by the nursery and became passive and subdued.

Teachers then interpreted the children's behaviour as intellectual immaturity and pitched their talk at a

lower level. "Far from compensating for any inadequacies of their homes, the staff were in fact lowering the expectations and standards for the working-class children", according to the book.

The research also disputes Piaget's belief that children cannot think logically. It shows that their model of the world is limited by their lack of experience and knowledge rather than by lack of logic.

And Dr Tizard and Dr Hughes found that the kind of conversation which seemed to help children's intellectual development was not the sort of adult questions favoured by many teachers. Instead, it was more helpful for the adult to listen to the child's questions and comments, help her to sort out her ideas, and give her the information she asked for.

But the authors do not want to drive working mothers back to the home and put nursery schools out of business. They suggest that children need the chance to mix with other children, while mothers need the break which the nursery provides.

The book recommends that open-plan nurseries should be scrapped and staff pupils ratios improved. That would help staff to get to know the children better and encourage the sort of conversation the authors believe to be intellectually stimulating.

A full report on this research will be carried in next week's *TES*.

Young Children Learning, by Barbara Tizard and Martin Hughes, is published by Fontana on September 16, price £2.95 paperback.

NEWS

Lilleshall centre launched

No representative of the English Schools' Football Association was present at the opening this week of the new national soccer school, a nursery to produce England sides of the future from the country's top 14 to 15-year-olds, writes Bert Lodge.

But a spokesman for the ESFA denied it was a boycott. "Call it non-attendance," Mr Arthur Rice, general secretary, said. "Many of our council have schools to open. We could have been there if we had wished."

The explanation may be more diplomatic than real. The association, the governing body for the sport in the country's schools, has repeatedly expressed its misgivings about the ESFA's academy for schoolboy players at Lilleshall National Sports Centre, Slough.

The ESFA's schoolboy players have been arranged for September 17, after which a joint statement will be made.

The National Association of Head Teachers has already agreed to support ESFA's application for the scheme.

source of embarrassment to Bobby Robson, England team manager and promoter of the school where the first 25 boys selected after country-wide trials took up residence this week. The plan is for them to be joined by another 15 next year, and all will stay for two years while attending Lilleshall comprehensive school for most of the week.

A "white paper" published after a special general meeting in February set out the doubts of ESFA about the pastoral implications of plucking young boys from a home environment to which they might well be returned having been made to feel failures after two years.

A meeting between ESFA officials and teacher union representatives has been arranged for September 17, after which a joint statement will be made.

The National Association of Head Teachers has already agreed to support ESFA's application for the scheme.

The request from The TES for an invitation to the opening was turned down by the Football Association. Although the extent of opposition among teachers to the scheme has been fully reported in *The TES*, a spokesman for the FA said there was no ulterior motive. "The logic means we have to limit numbers," he said.

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**PAY
AWARD**

As the arbitration panel makes its recommendations on this year's pay settlement, the National Union of Teachers produces a radical new pay plan for next year. Richard Garner reports.

Arbitration 'not best way to sort out pay'

Arbitration is not the best way of settling the differences between teachers' leaders and local authorities over pay, Professor Eric Armstrong, chairman of the arbitration panel, says in his report.

He suggests that the establishment of a pay review body which could have made a much wider investigation of teachers' pay 'might be thought more appropriate'.

He reveals that the three-strong panel - which include Mr John Hughes, from Ruskin College, Oxford, as the teachers' nominee, and Mr Bob Ramsey, former head of industrial relations at Ford, as the management representative - were not united about an award.

"It was notable that although the arbitral body's terms of reference excluded a consideration of pay structure changes, both parties, during the hearing, developed and broadened their presentations in a manner that might be thought more appropriate to a pay review body than to an arbitral body," he says.

"It is also notable, from the evidence, that the history of pay settlements of the past 12 years is marked by a frequent recourse to third party decisions, not only from arbitral bodies but from pay review bodies,

specifically the Houghton committee and the Standing Commission on Pay Comparability (Clegg).

"Such frequent recourse to third party assistance suggests a history of strain and tension in negotiating relationships. It is my belief that these strains and tensions derive principally from marked variations in public policy, during these years, regarding pay negotiations and pay settlements in the public sector."

Professor Armstrong continues: "The fairly recent appointment of

Professor Armstrong recommends a 5.1 per cent increase for primary and secondary teachers and a 4.6 per cent increase for college lecturers plus an extra £330 a year for all lecturers on top of lecturer grade one.

independent review bodies for large groups of public service employees, for example, for nurses' pay and for civil servants' pay determination arrangements, is noted with interest.

"These institutions might provide a body of experience which could suggest ways in which the issue of the effort/reward relationship, in all its aspects, in the teaching profession, could be considered in a detailed, fair-minded and consistent manner. "This is not an implied suggestion for another one-off remedial interven-

tion but almost a plea for a re-think of the broad approach to the effort/reward equation so that the opportunity can be created for future negotiations to be carried out within a continuously consistent, but not rigid, framework of structures, procedures and principles."

Professor Armstrong says both sides may have believed the arbitral body could put everything right, adding: "Clearly this cannot be the case given the terms of reference and the impor-

tant differences that exist between the processes of arbitration and review work.

"I hope that the parties will wish to explain to their respective constituencies, if it appears necessary to do so, the nature of the differences between arbitration and review inquiries."

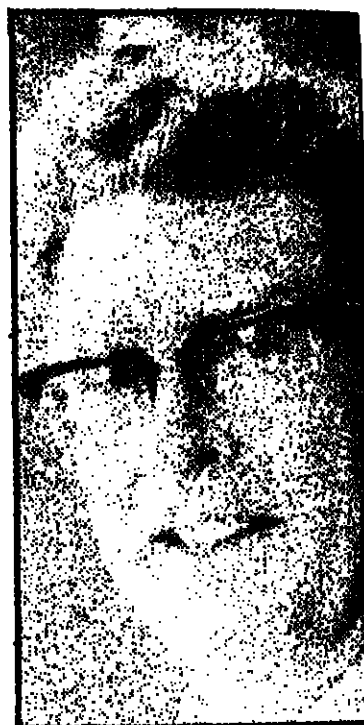
He concludes that teachers are a "distinct group" as shown by the Houghton and Clegg inquiries into their pay and gives a nudge in the direction of the salary structure working party as being a means of solving

differences. "I applaud the parties' initial attempts to move towards a practical reconciliation of these two concepts (a professional level of performance) through their joint working party and wish them well in their continuing important endeavours."

In the report on college lecturers' pay, Professor Armstrong again reveals that the three-strong panel was unable to reach agreement on an award. Part of the claim involved restructuring pay scales by providing automatic progression from the top of grade one to grade two on the pay scales.

He adds: "In my capacity as umpire, it seemed to me that if one part of a complex pay structure is to be altered it is best, for all parties, that any proposed changes be considered within the context of a full review of the total structure and by those who are best equipped to carry out such a review, ie by the parties themselves."

"Within the limited compass of an arbitration hearing, and this is no adverse reflection on the parties or their evidence, I did not feel in a position to support a change more radical in scope than the one offered by the management panel."



Professor Eric Armstrong

Union launches plan for £1,200 rise next year

Teachers should receive a rise of at least £1,200 next year as part of a two-year plan for radical changes to salary structure, says a paper approved at the weekend by the leaders of the National Union of Teachers.

Under the plan, which will be presented to a special conference of the union on September 29, the existing pay scales would be replaced with a single salary scale allowing an ordinary classroom teachers' pay rise to a maximum of £14,000.

In addition, a new system of allowances for curriculum development and administration work would be added to the salary levels to compensate for extra responsibilities.

Mr Doug McAvoy, deputy general secretary of the NUT, stressed those allowances would not include extra pay for lunch time supervision. "We still say that is totally outside the job of teaching," he said.

If the plan is accepted by conference delegates, it is bound to become the pay policy of the teachers' panel of the Burnham committee, which negotiates pay.

According to estimates, it would mean rises of at least 12 per cent and cost the local education authorities an extra £600 million.

If accepted, the proposals for alter-

ing the salary structure would replace those already tabled in the salary structuring working party, which has been attempting to agree a new package for teachers for nearly four years.

The paper says: "The talks have come to a halt and the prospect of further progress along the lines proposed either by the teachers' panel or the management panel is extremely limited. Progress on the reform of the salary structure is essential and a fresh approach is now needed."

The paper describes itself as an attempt to link pay and prospects, adding that more than a quarter of the profession (at least 100,000 teachers) are currently trapped at the top of existing pay scales without promotion prospects.

"Over 60 per cent of all teachers are on scales one and two and nearly a quarter of the entire profession are now on the top of these two scales," it says.

"For these teachers the only prospects of salary movement is through promotion, but those prospects have been blighted by falling rolls."

The new plan has been costed on the basis of increasing the average teachers' salary to the level set by the Houghton committee of inquiry into

their pay in 1974. This would mean a rise from its present level of £9,240 a year to between £12,082 and £12,380.

The paper says: "The maximum of the (new single) scale would need to be at a level around £14,000, to ensure appropriate rewards for those who remain primarily as classroom teachers."

It adds: "There is a strong desire in the profession to ensure that those at the bottom of the present salary scale should receive much higher salaries than at present."

The paper goes on to recognize the need for extra allowances and suggests five levels of allowances ranging from £300 a year to £3,000 a year.

These would be on top of the 14 new salary points on the new single scale which range from £6,800 to £14,000 a year.

The allowances system would give a maximum salary of £17,000 a year for the most senior teachers as opposed to the present level of £12,744 a year.

The paper also suggests setting up an appeals procedure in line with the local government system which would allow individuals the right of appeal if they think their post has been incorrectly graded.

Head teachers and their deputies should also be put on a common salary scale starting £600 above the maximum for the ordinary classroom teacher and rising to a maximum of £28,600 a year for the head teacher of large comprehensive schools.

As a first step next year, teachers should receive the minimum of a flat-rate increase of £1,200 a year, and their salaries should then enter the new common salary scale at the next point above where that rise would place them.

Mr McAvoy said the plan was to get the minimum flat-rate rise and a new structure agreed during next year's negotiations. He hoped the whole package would be in operation within two years.

"The employers responded to our restructuring proposals with something not too dissimilar to this in the shape of a main professional grade, he said. "One can see a comparison between the two proposals. "We would expect the employers not to dismiss this approach because it is nearer to their thinking than the present structure."



Doug McAvoy introduces new NUT strategy.

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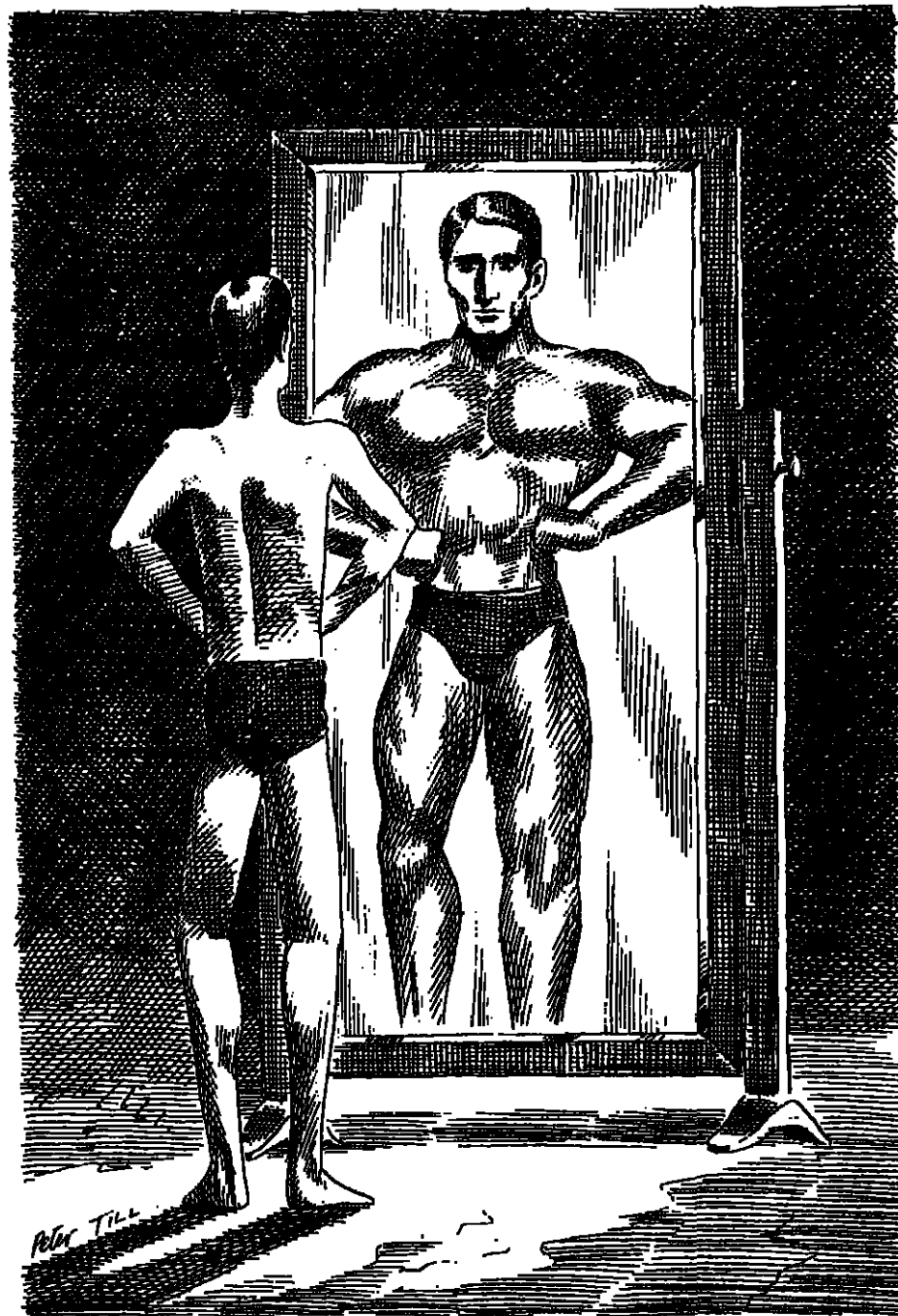
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UPHOLSTERY

NEWS

PAY
AWARD

Mr Philip Merridale, the employers' leader, said the arbitration award "underlined the need for a thorough review of the Burnham salary structure".

He called on teachers to continue working with the management side to achieve a professional level of salary through the Burnham structure working party.

He said: "I can imagine that teachers who were misled into expecting that independent arbitrators would recommend a higher settlement may be disappointed."

"What I think the settlement does do is to underline the need for a thorough review of the Burnham salary structures, for which we have been pressing."

"I'm sure that teachers generally will see that the best route to achieving their professional aspirations comes in continuing to work with the management side on the Burnham structure review, which we regard as a top priority for the education service."

Mr Merridale said the arbitrators had made the best of a difficult job, but had still left local education authorities to pick up the bill. The effects on local

education services were bound to be felt.

He believed most L.e.a.s would try to protect jobs, but said the effects could come on books, buildings, upkeep, pupils' activities and recruitment to vacant teaching posts.

Mrs Nicky Harrison, education chairman of the Association of Metropolitan Authorities, said she would not be surprised if some authorities had to cut teachers' jobs in order to pay for the award.

Even 5.1 per cent would cause local authorities difficulties. "It is going to give L.e.a.s a lot of problems. Nobody has got that amount of money in the kitty," she said. "Anything over 4½ per cent is going to put authorities in difficulties."

Mrs Harrison said she accepted the award. "If you go to arbitration you accept the findings. My first reaction was 'too big'."

Each local authority would have to think very seriously about the implications of the award for its education service, and make its own mind up on how to find the money.

The AMA will not be making specific recommendations to metropolitan

L.e.a.s say jobs may have to go

Mike Durham on the employers' reactions and how they will try to budget for the award

education authorities on how cuts should be made or where to find the money.

Mrs Harrison said her own authority, Haringey, would be badly hit. It is one of four L.e.a.s due to be rate capped by the Government next year.

Mrs Harrison, Haringey's education chairman, will ask the borough's treasurer to pay for the teachers' award out of the authority's contingency fund.

Other financially hard-pressed L.e.a.s were this week counting the cost of the teachers' award and trying to work out how to pay for it.

In Mid-Glamorgan, Mr Ken Hopkins, chief education officer, said the authority had budgeted for a 4 per cent pay rise and the award would mean finding about an extra £500,000.

Together with other unforeseen extra costs, the L.e.a. is faced with finding

nearly £900,000 on top of this year's budget. The county has already made cuts of £1.7 million on education this year.

Councillors have been offered a choice of drastic cuts in school transport or reductions in the nursery education programme.

"We have the lowest pupil/teacher ratio in Wales already and we cannot reduce our teaching force any further. We already have an unenviable reputation," said Mr Hopkins.

"There is no doubt at all that we are facing a crisis, after five years of steady reductions in the service we can't make any more."

Hertfordshire has already frozen 37 teaching posts in expectation of the pay settlement and a spokesman said there was a possibility that teaching jobs would be lost.

The L.e.a. budgeted for a 5 per cent pay rise but the available money was eroded by the increase in teacher superannuation of more than one per cent.

"We could have been just about on target, but for the superannuation increase. We have already identified potential savings, and the 37 posts were frozen. The way was left open to reduce the teaching force by that number if it proved necessary - and that is a very real possibility now."

In Bexley, a freeze on teacher appointments may be lifted next year because the L.e.a. may have made enough savings to pay for the teachers' award.

The council had budgeted for a 4 per cent pay rise and every additional 1 per cent would cost £200,000.

Mr Brian Sams, Bexley's education chairman, said he was relieved at the level of the award. "I'm very glad it wasn't higher."

"Because of savings and under-spending, this year we will be OK. But next year it will all be back in the melting pot. I hope that we will continue to balance our budget without affecting teaching jobs."

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Offensive against
YTS collapses

A last-minute conference turnabout by the Transport and General Workers Union, averted a threat by the unions to abandon the Youth Training Scheme.

NALGO, the local government officer's union, wanted the conference to instruct the TUC's general council to serve notice on the Government that the unions might withdraw from the scheme next spring if abuses were not put right.

But on Sunday the transport workers' delegation, which had formally seconded the NALGO proposal, withdrew its support. NALGO officials believed that their allies had given way to intensive pressure by TUC officials who are determined to remain in the YTS whatever the circumstances.

But on Wednesday Mr Moss Evans, the TOWU's general secretary, told The TES that the delegation had discovered it was bound by a decision of the union against withdrawal from the YTS. "We would still have wanted to support the NALGO move, but we had no choice in the matter," he said.

Without the support of the big union the NALGO call for the general council to consult all its member unions "with a view to withdrawing support from March 1985" if the



Richard Garner and
Mark Jackson report
from the Brighton
conference

Government did not meet their criticisms of the scheme was heavily defeated. Instead, as in earlier years, the conference passed overwhelmingly a fire-eating resolution which listed all the alleged abuses, but committed the TUC's leaders to do nothing more than discuss them within the union movement.

The NALGO proposal was presented as an amendment to the resolution, but a succession of other union leaders led by Mr Clive Jenkins and by Mr John Randall of the civil service union, many of whose members work for the Manpower Services Commission, insisted on treating the amendment as a decision to abandon the YTS and convinced the conference that it would mean turning its backs on young people.

Spending
lies - Morrell

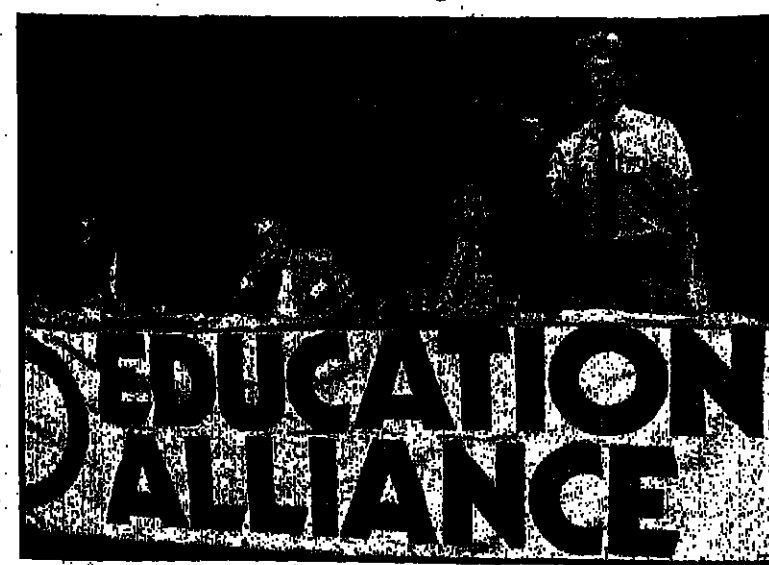
Labour authorities should not be taken in by the Government's "big lies" that they are overspending on education, Mrs Frances Morrell, leader of the Inner London Education Authority, told a fringe meeting called to discuss legislation for ratecapping.

She said: "There is far too much of Labour authorities trying to justify their own spending." Instead, she said that Labour authorities should be attacking the others for providing inadequate services.

Mrs Morrell added that the ILEA was one of only six authorities out of the 92 English L.e.a.s considered by Her Majesty's Inspectorate to be providing appropriate education funding for all areas of the service.

Election failure

Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education and Ms Diana Warwick, general secretary of the Association of University Teachers, both failed in their attempts to secure seats on the TUC's General Council.



The Government could make substantial savings on the salary of Education Secretary, Sir Keith Joseph, if his job was put out to private tender, Mr Rodney Bickerstaffe, general secretary of the National Union of Public Employees, told a fringe meeting.

Mr Bickerstaffe is seen (above) sharing a public platform with the general secretaries of both the major teacher unions - Mr Fred Jarvis, of the National Association of Teachers, and Mr Fred Smithies, of the National Association of Schoolmasters/Union of Women Teachers - to fight Government privatization proposals for education. The meeting was called by the Education Alliance which was set up to campaign for comprehensive education.

Hilary Wilce on Didcot's improved science curriculum

Girls raise their sights
to high technology

Didcot Girls' School lies in the shadow of the massive Didcot power station, and in the heart of England's high tech development belt. Yet just two years ago it had the kind of dismal, low-profile approach to science and technology that all too often characterizes girls' education.

Physics was considered a subject for the brightest only, while very many pupils took human biology or biology as their only science - a situation that had remained unchanged for a quarter of a century.

The situation began to change first when a new young head, a science graduate committed to ensuring all her pupils should be offered a strong science education, was appointed. Success is now showing clearly in the figures.

Whereas in 1982 only 11.6 per cent of third years went on to take up physics, a year later the number had doubled, and next autumn 42 per cent of fourth years will be taking the subject.

The first move was to make it explicit to everyone concerned that all the sciences were open to all the pupils. As always happens at times of upheaval, there was a certain amount of staff movement, some adapting enthusiastically to the change, others choosing early retirement.

Parents were consulted, and although the 1,000-pupil comprehensive has a highly mixed intake, most, according to the head, Mrs Jenny Cottee, welcomed the new emphasis. "After all, we have a lot of scientific parents here, with the Atomic Energy Research Establishment at Harwell so close, and the whole Thames Valley science boom."

Now work is going on to develop the science curriculum in the lower school, again from the leadership of Mrs Cottee who, like so many women scientists, believes that existing syllabuses and approaches are over-laden with facts, short on open-ended inquiry, and laced with textbook examples almost specifically designed to appeal to boy pupils only.

Meanwhile, a happy coincidence allowed the school to strengthen its science and technology profile further, at the same time as opening up its options. Along came the Careers Research and Advisory Centre, suggesting the school should pilot an "understanding industry" course, an offer which Mrs Cottee said, the school jumped at "because if anyone offers you money or expertise you always grab it with two hands".

The course has since expanded to two days, and is now run by the school without the support of CRAC. It is costly and time-consuming to arrange, but is voted an overwhelming success by all who take part in it.

The aim is to give pupils an insight into the range and interest of industry and manufacturing, to allow them to meet working scientists and technologists (particularly young, personable females), and to give them a chance to tackle practical design and construction problems.

This year 170 pupils, almost the entire third year, took part, supervised by 17 volunteers from outside the school and 14 members of staff.

Among the tasks assigned them during their extremely heavy schedule, were designing and selling Christmas cards in a competitive market, building a high tower from paper, designing and making a presentation egg box, building a model bridge, planning a delivery driver's route, and assembling an electric buzzer.

At all times the level of involvement was impressive. The girls admitted they had expected the course to be boring, "just people telling you about their jobs and that", with aims that seemed to their young eyes remote: "They want us to think about going out to work, and what it will be like."

But they had been awed and then excited at the strangeness and magnitude of the tasks they had to undertake, and were intensely proud of their achievements. "Great", "really good", "never boring" and "completely different" were a few of the consi-

dered judgments from those participants willing to raise their eyes briefly from their Christmas card production lines.

Mr Roy Farrell, normally a training engineer at Didcot power station and now a veteran of the school's Insight into Industry course, said he thought the scheme an excellent idea and was impressed by the keenness of the girls. An extra benefit, he suggested, was the chance for non-teachers to realize just how complex and demanding running such a course could be.

Mrs Anne Bridger, the deputy head and chief organizer, said one of the greatest difficulties was raising funds - the balsa wood for the bridge-building exercise cost about £50, alone. The course also had to be fast-paced and full of action, she pointed out, which meant a flawless timetable.

The course comes at the end of the school year, and is not designed to

encourage girls to take up science options. But its spin-offs are many. The pupils have to work in mixed-ability teams, with girls they may never have spoken to before.

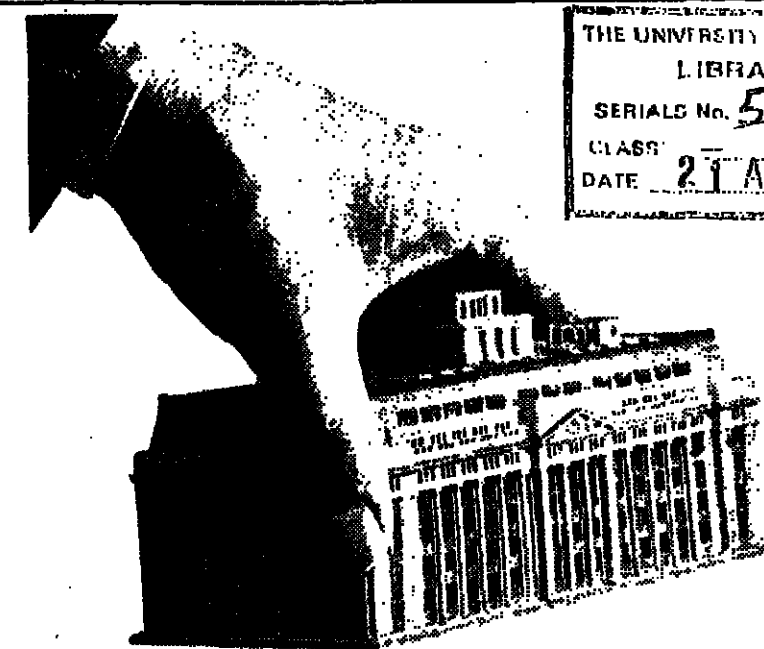
The chance to mix informally with the outside tutors over lunch and during breaks also allows discussion of what jobs in industry are all about.

The course has aroused a great deal of interest. It has featured in the local press, attracted visits from teachers in other schools, and absorbed a London conference audience.

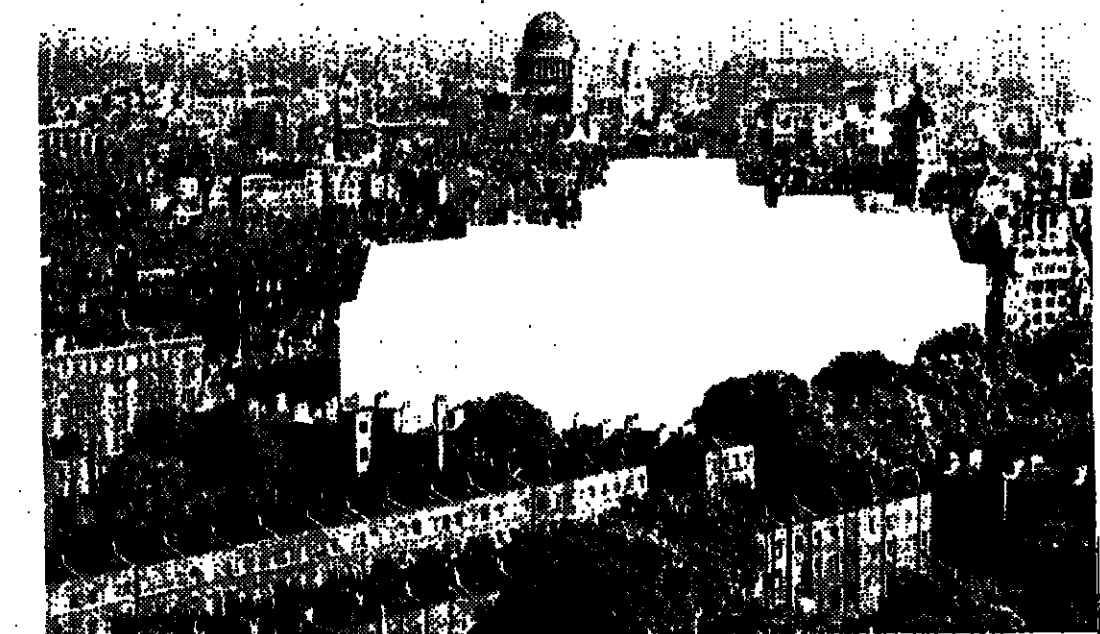
The school's aim, Mrs Bridger told this audience, was "to widen the horizons of the Didcot girls so that if they chose not to become scientists, bricklayers or whatever, it is a deliberate decision made on the basis of knowledge, and not just a decision taken because they did not know the choice was there".



Cracking the problem: pupil Angela Nelson tests the strength of her presentation egg container.



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NEWS

Challenge over union numbers

by Richard Garner

Teachers' union leaders should stop behaving like "playground conker champions" over membership figures, says an editorial in a union magazine. Report, the magazine of the Assistant Masters and Mistresses Association, says that the time has come for the unions to stop playing a game "which sounds as convincing to the outsider as the boasts of playground conker champions - and as adult, when announcing details of their membership figures."

It adds that although the time may not be ripe for unions to agree to submit membership records to stricter external scrutiny than sending their annual returns to the Certificate Officer, this would be the only honest way to establish the true numbers.

The editorial follows the revelation in *The TES* that all the teacher unions were claiming increases in recruiting during the strikes and industrial sanctions in school last term.

"The 'numbers game' has always provoked wry amusement among observers of the education scene and it's not too hard to understand why," it says.

"If you add up all the claimed national membership figures of the teachers' unions together and allow as generously as credibility will stand for dual allegiances, you still end up with a total which inexplicably implies there are more teacher union members than there are teachers."

New College, Swindon, could be forgiven for feeling a little unloved.

Mr Tony Reany, its principal, applied for membership of the Association of Principals in Sixth Form Colleges and was turned down. So he applied to the Tertiary Colleges Association. Sorry, they said, you aren't a tertiary college. Now a classic British compromise has been reached - associate membership of the Association of Principals in Sixth Form Colleges.

That seems about right. For New College, which opens next week, will be a curious hybrid: a sixth form college operating under further education regulations and a part, as Mr Reany proudly proclaims, of the country's first-ever tertiary collegiate system.

The aim is that New College will work in close harness with the town's well-established further education college two miles away in the centre of town - already, inevitably, nicknamed "Old College". But to start with, the two will keep quite closely to their separate roles. New College will cater for full-time students aged 16 to 19 taking O and A levels and the new Certificate of Pre-Vocational Education. And the FE college will stick mainly to vocational courses.

The reason for this cautious approach, Mr Reany explains, is that New College has first to establish itself with local parents, many of whom fought hard against the loss of school sixth forms. They then became doubly nervous about the new creation when they heard it was to become part of the further education system (a change proposed at the last minute by an alert NATFHE member of the Wiltshire education committee). "We need a five-year initial period to prove ourselves," he says.

Already, however, fifth-formers are being encouraged to think in terms of courses rather than institutions. "What next?" rather than "Where next?" is

Biddy Passmore looks at Swindon's curious hybrid - an institution to fill a gap between needs

New College starts with a double life

the principle on which school tutors have been working - although there is some fear in the further education college that school staff will tend to steer their pupils towards New College.

If New College does not intend to behave like a tertiary college, covering the full range of students and courses, what is the point of being under further education regulations? "Staffing," Mr Reany replies without hesitation.

Although his overall staff-student ratio is about the same as it would have been in a conventional sixth form college, he says ancillary staffing is about twice as generous, with luxuries like a registrar and a librarian. And, of course, the regulations leave the college free to develop features like part-time courses later.

The reorganization, a complicated, two-stage affair involving a change from a break at 14 to a break at 16, was prompted by falling rolls. For although Swindon is now said to be the fastest growing town in Europe, its streets paved with micro-chips, the boom is confined to its western side. New College is on the east side of town, an area of early London overspill where many of the children have grown up and gone away.

No question of a new, purpose-built college when there were empty schools available for conversion. On advice from the Department of Education's Architects and Buildings branch, the college will be housed in two former 11-14 schools, undistinguished products of the early 1960s lying a playing field apart. Wiltshire has set aside £1m for turning them into a college, complete with a library and 120 "study areas" - not lavish in view of what needs to be done but quite a lot in a frugal county. The most outstanding need now is for a sports hall; the college will be pressing hard for that in the county's next capital programme.

Towards the end of last term, Mr Reany, Mr Chris Chapman, his vice-principal, and three secretaries were still huddled in tiny rooms at one end of one of the 11-14 schools, phones ringing and typewriters clattering.

They will have more space next week, when the college takes full possession of one of the buildings. Conversion work continues in the other.

The college opens on September 10 with 55 staff for a projected 600 students rising next year to 75 staff and 1,000 students. Only one teacher has so far been appointed from outside Swindon; all the rest are being redeployed from reorganized local schools. In addition to absorbing their staff, the college has absorbed most of the school's sixth form courses too. "We've generally tried to keep every-

New College has first to establish itself with local parents, many of whom fought hard against the loss of school sixth-forms

thing in the seven sixth forms going," Tony Reany a former general secondary adviser in Berkshire, says, "although there's been some rationalization. We're protecting some small subjects like RE."

Students will have a free choice of 28 A level subjects, 24 O levels (but not just resits - "We're not an exam centre"), three City and Guilds courses, and a CPVE course based on City and Guilds. They will also choose from some 80 courses of "complementary study", ranging from lan-



Tony Reany: finding a role

guages from scratch to the study of the paranormal, from community service to making magazine programmes for local cable TV. Such courses are, Mr Reany thinks, a much better way of broadening the students' fare than the Government's proposed "AS level". Among its special features the college will have an ecumenical chaplaincy, a reflection of a strong religious heritage in Swindon and an important element in the spiritual life of the college.

Staff - and, it is hoped, students - will be roughly evenly divided among five faculties: Communications (English and languages), creative studies (a novel mixture including PE, art, computer-assisted learning and complementary studies), maths and business studies, science, and social studies.

Last year, all five heads of faculty were leading a double life: full-time teaching part-time in their schools, having downgraded themselves from head of department (an interesting experience, as one wryly observed), and spending the rest of their time at the embryonic college getting the new structure organized.

The faculties will also form the basis of the tutorial system, although students may find themselves in a tutorial group in a different faculty from their main area of study. Each tutor will negotiate a "personal learning programme" with each student. Eventually, Tony Reany hopes, those negotiated programmes will include courses at the FE college in the centre of town. And once that happens, he suggests, it may make more sense to merge the two completely.

That is for the future. New College must walk before Swindon's tertiary collegiate system can run.



New College: working closely with further education

NEWS

IN BRIEF

MPs 'misled on OU cuts'

The Government has misled the House of Commons over the severity of cuts the Open University will face in 1986, Dr John Horlock, the vice-chancellor, said last week.

In a letter to MPs he points out that the real amount is £13.2m, not the £4.5m quoted last July.

Dr Horlock and the University Council claim that the Government has failed to take account of inflation and unavoidable costs such as increases in renewals of contracts, superannuation and equipment.

Although the OU is taking every step to improve efficiency, it claims it will still have to reduce the number of students, courses, broadcasts and productions and student teaching support.

"This will inevitably damage the quality of the university's provision and it is why we are expressing our concern so vigorously," Dr Horlock says.

University post

London University has set up a committee to select a vice-chancellor to succeed Professor Randolph Quirk, who retires next year. Nominations should be received by October 22.

Devlin moves

Mr Tim Devlin, national director for the past seven years of the Independent Schools Information Service, is leaving to become head of public relations at the Institute of Directors.

Before joining ISIS, Mr Devlin, aged 40, a former news editor of *The TES*, was education correspondent of *The Times*. During his period of office membership of ISIS rose from 1,036 schools with 300,000 pupils to 1,350 schools with 422,000 pupils.

Disruption threat

Town hall education officers and non-teaching staff in schools are to embark on a programme of industrial action next month unless their pay claim can be agreed by September 21.

The staff, members of the white collar union NALGO, have threatened selective strikes involving key workers, and a programme of disruption. These include non-cooperation with private contractors, refusal to take telephone calls or handle correspondence, refusal to collect money and an overtime ban. The union has asked for a 7 per cent pay rise.

Popular music

Jazz and pop music are to be taught at London University in a diploma course in musicianship, beginning this autumn. The three-year, part-time course - entitled Jazz and Popular Music - will be at the university's Goldsmith College.

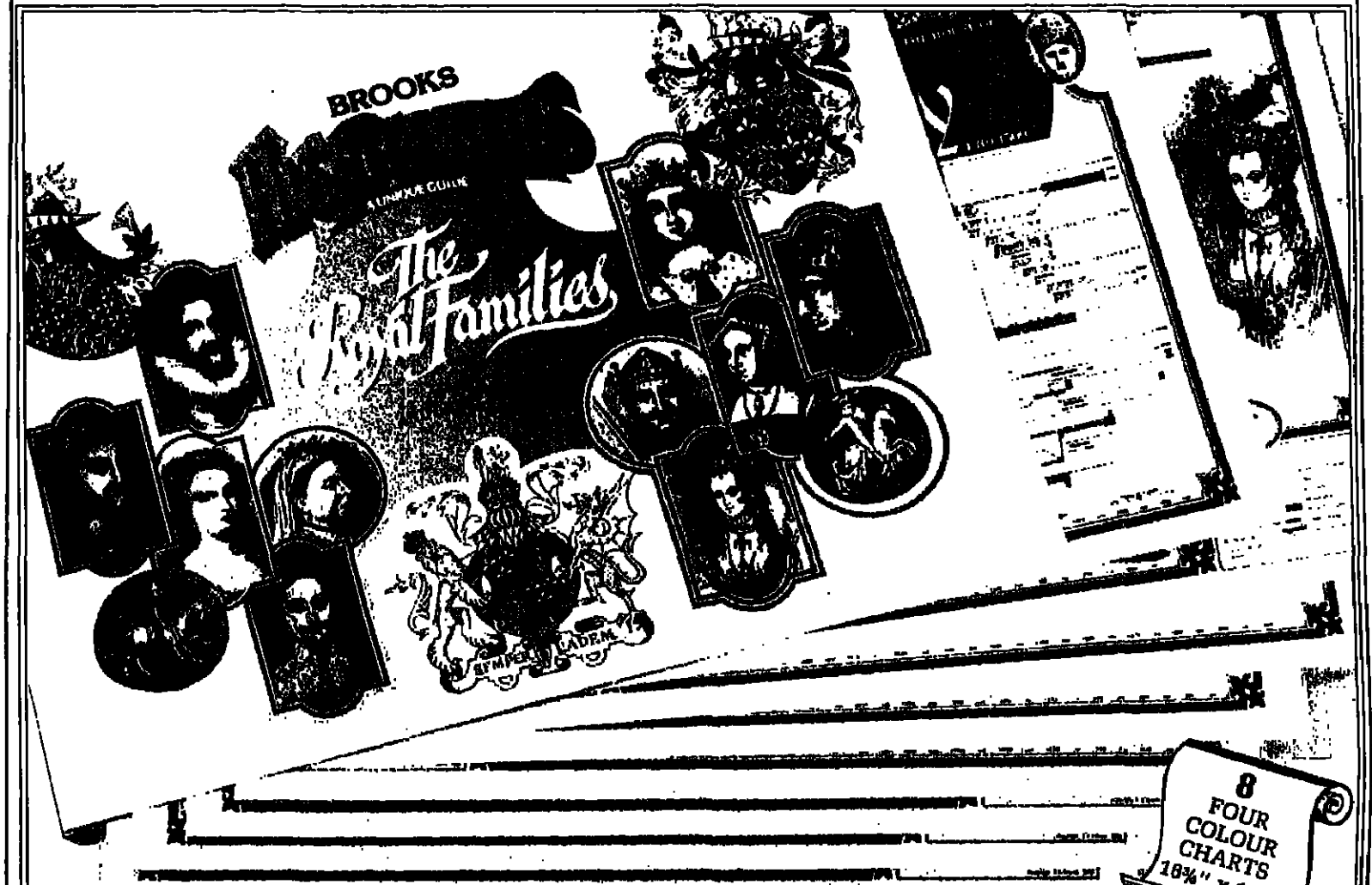
It is intended to cater for the increasing demand from jazz, pop, rock and reggae musicians for what the university calls structured and systematic musicianship training.

Solvents post

Funding from the Department of Health and Social Security has enabled the National Children's Bureau to appoint Mr Richard Ives, a research officer at the bureau, to a new post dealing with solvent abuse - for example, glue-sniffing. He will be collating information about methods used to deal with the problem, and disseminating information on those which appear successful.

Special designs

Advice for heads and teachers on how ordinary schools can accommodate handicapped children is contained in a new building bulletin from the Department of Education and Science called *Designing for Children with Special Educational Needs: Ordinary schools*. HMSO, £3.95.



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Recruitment to YTS doubles

More than twice as many school-leavers are joining the Youth Training Scheme this year as did last year.

Figures published today by the Manpower Services Commission show that by the end of July more than 100,000 young people had joined the scheme. By the same time last year the figure was 45,874 entrants.

Mr Roger Dawe, the MSC training division's chief executive, said: "This is an excellent start to the second year of YTS and shows that the scheme is working well. This year's school-leavers with friends who have already been on YTS are able to hear of the advantages and see the successes themselves."

Black teenagers are more choosy than whites about the type of job they apply for, and they prefer jobs with opportunities for training.

Those are two of the preliminary findings of a long-term research project commissioned by the Department of Employment into the impact of unemployment on teenagers.

One aim of the investigation by a team from Sheffield University was to look into differences between black and white young people.

The researchers found that:

● Black 17-year-olds experienced no more unemployment in their first year after school than did whites, but they had less time in paid jobs; instead they spent longer on opportunity programmes and in further education;

Diane Spencer on research into the fortunes of school-leavers

Blacks 'more choosy' about jobs

Blacks had applied for fewer jobs than whites, were less likely to accept any job offered, and said more often that they were looking for particular types of work. But there was no difference between the groups in the lowest acceptable starting pay (an average of just under £37) and a smaller proportion of blacks had turned down job offers: 18 per cent against 25 per cent. But they also received fewer offers;

● Whites were more likely to turn to parents for help whereas blacks turned to unemployed friends;

● One-third of blacks said they had been discriminated against by employers because of their colour; 22 per cent of whites thought they had been discriminated against on grounds of their appearance.

The study was carried out in the summer of 1982 in 11 urban areas and repeated a year later. The results of the second stage are not yet available. The

sample consisted of registered unemployed 17-year-olds: 388 white males, 388 white females, 245 black males, 129 black females. None had more than two passes at O level or CSE equivalent.

Three-quarters of the entire sample said they would still want a job even if they had won a lot of money; only 6 per cent preferred to be unemployed; a third said they had applied for more than 10 jobs in the past year, and 10 per cent claimed to have made no applications.

"Unemployment and less qualification among young people" by Michael Banks, Philip Ullah and Peter Wainwright. *Employment Gazette*, August 1983. Vol 92 No 8, DE, HMSO £2.75.

The students' survey, which covered a sample of 6,000 final year undergraduates from 38 institutions, showed that public sector undergraduates felt at a double disadvantage compared with their university peers.

Not only did they have less access to employers during the "milk-round" but careers advice in polytechnics and colleges was much less extensive.

The pecking order of institutions identified by employers was clearly perceived by students too. Most undergraduates in universities, polytechnics and colleges considered that university graduates had a clear edge in the labour market, and university students felt more confident than others about the employment value of their degree where a specific subject was not required.

While three-quarters of university undergraduates claimed to be in the institution they most wanted to attend when they entered higher education, more than half of the undergraduates in the public sector had tried to get into university.

None the less, most seemed happy with what they had got: 70 per cent or more of the university and polytechnic students and 66 per cent of college undergraduates said that higher education had lived up to their expectations, with those expecting the best degrees the most satisfied.

There was an important gap between what undergraduates thought employers were looking for and the qualities employers actually sought. While students rightly rated motivation and leadership potential as the most important qualities, most also thought work experience, class of degree and course content should be important to employers. In fact, these mattered less than A level grades, type of institution and non-academic interests.

Public sector students - more of whom thought course content important - felt that employers did not have an up-to-date view of higher education. *Expectations of Higher Education* (10 research papers), Department of Government, Brunel University.

Teachers should be allowed to deteriorate by about 20 per cent, he argued, putting them back to the levels of the early 1960s and - after allowing for higher salaries for increased productivity - saving some 10 per cent of the school bill.

But the most dramatic plans cover further and higher education. Children going on to university or polytechnic would continue to stay at school until 18 but the rest would be removed from school at 14 and start a four-year training course based on the TVEI.

This expanded training scheme, covering some 2 million youngsters, would cost about £6 billion, Lord Vaizey estimated. This would be financed among other things by the saving of two-thirds of the 14-16 school bill.

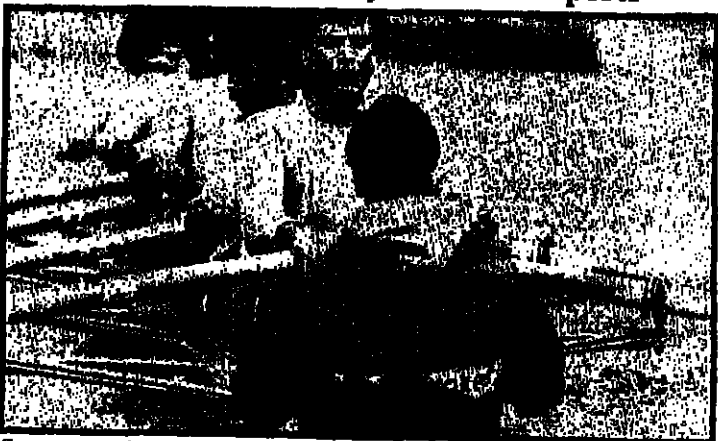
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NEWS

Oxbridge still top in bosses' minds

Polytechnics are still little appreciated by employers. Biddy Passmore reports



Sportmen often have an advantage...

exploiting what the system has to offer. Employers should be less concerned with A levels and more with the value added by higher education, he remarks.

But the report points out that the prospects for public sector graduates are by no means as gloomy as their findings might suggest. With the exception of certain areas (humanities, social sciences, fine arts), most graduates from both sectors get jobs within six months of graduating.

The employers' continued reliance on A level grades is likely to be "a source of considerable grief to educators who, for many years, have tried to broaden perspectives on learning and promote acceptance of the value of other kinds of knowledge and skills," the report says. But A levels are used

because they are the simplest baseline for recruitment.

Employers generally preferred graduates from universities because they thought the quality of their intake was higher, the social experience was considered better and they were familiar with their products. They were also likely to be products of universities themselves, the report points out: only four of the employers who gave details of their background were polytechnic graduates.

But this preference for the most prestigious institutions - especially Oxbridge - may mean that employers are unwittingly discriminating against students from working-class backgrounds who may have entered higher education through a non-school, non-A level route, the report says.

The students' survey, which covered a sample of 6,000 final year undergraduates from 38 institutions, showed that public sector undergraduates felt at a double disadvantage compared with their university peers.

Not only did they have less access to employers during the "milk-round" but careers advice in polytechnics and colleges was much less extensive.

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Graduates finding work more easily

Graduate unemployment appears to be past its worst, according to statistics published this week by the University Grants Committee, Biddy Passmore writes.

They show that the number of home university graduates believed to be unemployed at Christmas fell last year for the first time since 1978, from 13.5 to 11.6 per cent, although the number graduating was the highest ever.

And, for the first time in recent years, the unemployment rate fell for all subjects, although it continues to vary considerably between subject areas.

Less than 1 per cent of last year's medicine, dentistry and health first degree graduates were still without jobs at Christmas, for instance, compared with 8 per cent of engineering and technology graduates and 16 per cent of humanities graduates. Seven per cent of education graduates were unemployed, compared with 11 per cent the year before.

The proportion of first degree graduates going on to further academic study or training also fell slightly, to 27 per cent, while the number entering permanent employment in Britain rose to 53 per cent.

Compared with the previous year's graduates, there was a 14 per cent rise in the number employed by universities and a 15 per cent increase in the total number working in schools. The number getting jobs in industry and commerce jumped by 10 and 1 per cent respectively, with the biggest rise in engineering and allied industries (21 per cent).

Employers' growing confidence as they emerge from the recession appears to be continuing, so that prospects for this year's graduates are even better.

A call to the Manpower Services Commission to sponsor some of Britain's brightest young people at universities and polytechnics was made last week by one of the country's leading careers specialists.

Mr Brian Heap was launching the latest editions of his guides, *The Complete Degree Course Offers 1984-85* (price £6.95 plus 98p postage and *Professional and Vocational Degree Course Offers 1984-85* (£5.50 plus 98p postage), available from Careers Consultants, 12-14 Hill Rise, Richmond, Surrey TW10 6UA.

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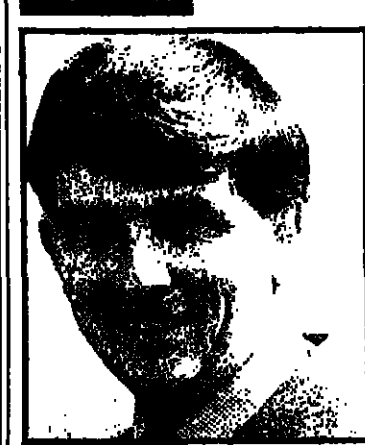
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NOTICEBOARD

PEOPLE...



SCHOOL APPOINTMENTS
Mr Julian White, (above) deputy head of Wood Green School, Wilney, to be head of the City School, Lincoln.
Mrs Mavis Blackman to be head of St George's Church of England primary school, Camberwell.

UNIVERSITY APPOINTMENTS
Professor Mark Blaug to be director of the Employment Research Centre at the University of Buckingham for three years.

CONFERENCES...

September 13-15
Conference of heads of Church of England aided secondary schools at the College of St Paul and St Mary, Cheltenham, Gloucestershire. The theme is "A Future in Partnership". Details from the General Synod of the Church of England Board of Education, Church House, Dean's Yard, London SW1.

September 19-20
Training for Countryside Recreation Management: the Countryside Recreation Research Advisory Group's annual conference to be held at Nottingham University. Details from Nicola Lloyd, Research Unit, Sports Council, 16 Upper Woburn Place, London WC1.

September 20-22
National Association of Inspectors and Educational Advisers annual conference at University College, Swansea. Details from NAIEA, 47b Bancroft, Hitchin, Herts.

September 22
Annual meeting of the West Midlands branch of the Centre for the Study of Comprehensive Schools at the West Staffordshire Teachers' Centre, 119 Walsall Road, Cannock, Staffordshire. Mr I Cripps, training adviser, will speak about his work with the Engineering Careers Coordinating Organisation and the Engineering Industry Training Board. Details from Mrs V Charles, London W14 8NS.

NEWS

COURSES...

October 5-7
Food for Beginners: a weekend course run by Oxford's Education Department at Beechwood College, Leeds for teachers of humanities, home economics and science, to explore how Western eating habits affect the lifestyles of people in other parts of the world. Details from Andrew Pennington, Oxford, 494 Wilbraham Road, Charlton-cum-Hardy, Manchester.

November 10
Music and Hearing-Impaired Young People: a course for anyone concerned with leading or organizing music sessions for children and young people with hearing problems (whether they were born deaf or have become deaf) at Hertford College of Higher Education, Well Hall, Aldenham, Watford, Herts. Details from Miss Margaret Dowden, Conference Secretary, Disabled Living Foundation, 346 Kensington High Street, London W14 8NS.

Rock Schools Workshops to encourage teachers to explore the uses of pop music in the classroom will be held throughout the country during September and October. Full details from Roger Davies, National Organizer, TSB Rock School, Trotman & Co, 12-14 Hill Rise, Richmond Hill, Richmond, Surrey.

RECENT PUBLICATIONS...

Issues in Peace Education: a selection of papers presented to a conference held in June 1981 at the United World College of the Atlantic, at which the Peace Education Network was launched. The book is available from the UNWCA, St Donat's Castle, Llantwit Major, Glamorgan CF6 9NF.

Managing Agents Directory: the first directory of managing agents running Mode A Youth Training Schemes has been published by the Manpower Services Commission. It contains the names and addresses of about 3,500 managing agents throughout the country. It is available for £35, including postage, from Sales Manager, Manpower Services Commission, Marketing and Information Branch, Room E809, Moorfoot, Sheffield S1 4PQ.

Snakes and Ladders: a guide to events and entertainments in and around London for children and their parents produced by the Westminster Play Association. It is available for 70p from the WPA, 147 Church Street, London W2 1NA.

Pupils 'know little about Third World'

A survey of school children aged from 13 to 17 has shown that many of them are ignorant about Third World countries.

At the same time in-service courses on development education are being cancelled because of poor response by teachers.

The survey - which was carried out by seven sixth-formers at Banbury School among 237 youngsters at school and youth groups in Oxfordshire found 81 per cent felt they knew little or nothing about the Third World. A further 90 per cent professed ignorance about the Caribbean and the Far East; Latin America and the Middle East did not do much better - 85 per cent knew nothing or little about them.

Africa fared best with 77 per cent admitting to knowing at least something about it.

Geography apparently gives most coverage to the Third World. Nearly 60 per cent felt they had learnt little or nothing about other countries in religious education classes.

Coping with bereaved families

Teachers can be instrumental in helping a bereaved family come to terms with a child's death by inviting the parents to come into school and by talking openly about the child.

Mr Peter Martin, a trained counsellor and head of Hythe primary school near Southampton, writing in *Child Education*, urges teachers not to be afraid of children and parents showing their grief. Bereaved parents often feel as if they have died themselves.

The teacher who isn't afraid to refer to the child by name, and to see the mother and father as parents for a while, will help them affirm their child's memory and their own continuing existence.

Mr Martin describes how important teachers can become to children and parents when their families are breaking up or when there has been a death. "You represent continuity and authority in a world which has temporarily gone haywire. You rise to the occasion, often feeling ill-equipped and fearful."

Divorced and a father himself he says that when dealing with families in distress he applies several rules. It is important simply to listen but it is not necessary to give advice. "Children who have lost a parent will have been swamped with advice and injunctions: 'Be brave', 'You've got to be a big boy now'."

Teachers should also know their own limitations and whether or not they can offer emotional support. When dealing with adults they may wish to enlist the help of the head or an outside agency, such as the Samaritans. But in the case of a grieving child, classmates may provide the best therapy.

Teachers should not ignore a dead child's name if it is mentioned in class. "One teacher in my school put up work by a child who had died; children were able to focus on this if they wanted to talk about her."

The mortality rate among school children in England and Wales has fallen steadily and dramatically since 1960. The summer 1984 issue of *Population Trends* from the Office of Population Censuses and Surveys shows that among school age children the most marked drop in deaths from accidents or illness continues to be among boys aged five to nine.

In 1961 48 in every 100,000 died. In 1976 the figure was down to 34 and by 1983 it was down to 26. Among girls aged five to nine the rate has fallen from 32 per 100,000 in 1961 to 24 in 1976 and to 19 in 1983. In all, 1,500 children aged five to 14 died in 1983, 1,000 fewer than the 1961 figure.

Population Trends 36, Summer 1984 HMSO £4.95.

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Scrap NAFE, boost TVEI - Vaizey's blueprint

The abolition of non-advanced further education and the expansion of TVEI to cover all children not destined for higher education are among a series of radical proposals for restructuring education put forward by the late Lord Vaizey.

The man who wrote in the early 1960s that Britain should be able to afford "a lavish education service" by 1980 drew up plans shortly before his death to halve the £15 billion education bill. He argued that it was the only way to create incentives for high performance and efficient operation. His blueprint appears in an article in the latest edition of *Director* magazine, published by the Institute of Directors.

The proposals include an expansion of the Assisted Places Scheme, which he thought would lead to long-term savings of 5 per cent of the school bill, and the means-testing of all pre-school

education. Teacher-pupil ratios should be allowed to deteriorate by about 20 per cent, he argued, putting them back to the levels of the early 1960s and - after allowing for higher salaries for increased productivity - saving some 10 per cent of the school bill.

But the most dramatic plans cover further and higher education. Children going on to university or polytechnic would continue to stay at school until 18 but the rest would be removed from school at 14 and start a four-year training course based on the TVEI.

This expanded training scheme, covering some 2 million youngsters, would cost about £6 billion, Lord Vaizey estimated. This would be financed among other things by the saving of two-thirds of the 14-16 school bill.

OVERSEAS

The end of a Socialist dream

FRANCE

Mary Follain on the scrapping of the private education bill

Less than a month after his nomination as the new Education Minister, M Jean-Pierre Chevènement announced the replacement of the Socialist government's complicated and controversial Bill on private education by a handful of what he calls "simple and practical" measures, thus signalling the demise of the Socialist dream of a single non-religious state education system which figured in President Mitterrand's election manifesto three years ago.

bodies to oversee private schools, although there will be increased supervision.

Instead, to the great satisfaction of the anti-private schools lobby, private schools will be subject to the same budgetary limitations as those in the state sector, and will no longer be able to take on new staff as and when they wish. This will correct an existing anomaly since although teachers' salaries in private schools under contract are paid by the state, at present only state school appointments are restricted by the education budget.

In addition, heads will no longer be allowed a free hand in the choice of staff, but will have to consult with local education authorities.

In line with the new decentralization policy, M Chevènement states that secondary schools and colleges will prepare for the various baccalauréats will be financed by the department and

region, with partial compensation by the state, while smaller localities or "communes" will be expected to pay for their primary schools.

The toned-down measures have been remarkably well received by nearly all parties concerned—astonishingly so, for an issue which has shaken France out of its customary summer torpor. A series of demonstrations against the draft law culminated last June in a huge march on the Bastille by over a million and a half people. When President Mitterrand suddenly dropped the Bill last month, his Education Minister, M Alain Savary, resigned, and his successor, M Chevènement lost no time in declaring his intention to find a peaceful solution to the 100-year-old schools' war.

The Government is obviously anxious to defuse a situation which the opposition has been able to exploit to the full.



As seen by a Le Monde cartoonist.

For humanities sake ...

Schoolteachers and heads have gone back to university this summer to study Shakespeare, Aesop and Gibbon's *Decline and Fall of the Roman Empire*. Universities across the country have held institutes for schoolteachers as part of efforts to invigorate the teaching of the humanities in the nation's schools.

At Princeton University, for instance, New Jersey teachers took a five-week lecture and seminar course on *The English Heritage from Chaucer to Pope*. And headteachers from 119 states gathered at the University of Oregon to attend a course on *The Hero and the State*.

Teachers in the US have been back to school. Jeremy Gavron reports

The institutes, which were also held in Colorado, Maryland, Tennessee, Boston and New York City, are funded by the federal National Endowment for the Humanities (NEH). According to Caroline Read-Wallace, associate director of the education division at the NEH, the programme has grown out of concern that humanities teaching is losing out to science, maths and computers in

schools, and that many teachers are not properly trained to take English and history classes.

Paul Levitt, professor of English and co-director of the University of Colorado institute, first became involved directly with high schools four years ago. "I was teaching undergraduate literature classes," he said, "and for three or four weeks I'd be teaching Melville and Twain. But then I'd get the first batch of papers back and the rest of the term would turn into a writing class."

Professor Levitt began to tour the state's high schools, lecturing on writing. He soon realized that the teachers, as much as the students, needed help. "Teachers took me aside privately and said, 'I don't write well myself, what should I do?'"

Many teachers in this country take degrees in education rather than in academic subjects and learn more about the theory of teaching than anything else. As one educator recently complained, "The education majors in the dorm room cutting and pasting while her room-mate is writing a paper in history or English."

Professor Levitt estimates that as many as 40 per cent of the English teachers in Colorado schools have not been trained to teach English. "There's a general assumption that anyone can teach English," he said. "So if an English class needs to be taken, well maybe the PE teacher can do it."

The Colorado institute, which runs for eight weeks over the summer, has places for 60 teachers — twice that number applied. The teachers are taking classes in writing and literature, using texts ranging from *Plato's Apology* to Robert Bolt's *A Man for All Seasons*.

"By interesting and educating the teachers," Professor Levitt said, "we hope to generate a trickle down effect to the high school students."

However, school administrators also need to be persuaded of the importance of the humanities. "From kindergarten onwards the humanities have been neglected," said Richard Hersch, professor of education and director of the Oregon Institute. School curricula are weighted toward the more vocational sciences.

To counterbalance this, institutes for principals, such as at Oregon, have been arranged. While the principals do not directly teach students, they influence both which subjects are emphasized and how the teaching is conducted in the schools.

"If the principal takes the study of the humanities more seriously," said Richard Hersch, "then the whole school will take it more seriously."

While high schools have received most attention, the NEH is supporting the encouragement of humanities teaching at all levels. At Queens College in New York City an institute for 40 teachers of 9 to 13-year-olds has worked on literary and writing skills. Though studying folklore and fables.

Professor Judith Pasamanc, director of the programme, said that elementary schools are often content merely to work on the mechanics of reading and writing and neglect to stimulate the children's imagination.

Call to close 'too easy' courses for teachers

UNITED STATES

Peter David on studies that point to lax standards

Teacher training in the United States is "chaotic" and up to a half of existing courses should be closed, according to a blistering report published last week.

It says the pay and status of teachers will not improve until universities and colleges, which run teacher training, impose rigorous admissions standards.

The report says: "Far too many teacher education programmes today accept anybody and everybody who harbours the slightest aspiration to teach. No assessment of qualifications takes place at entry or exit from such programmes, and courses offered are ill-defined and often impractical. All such programmes should be summarily shut down."

The report is published by the National Center for Education Information, a private research group, and based on recent extensive surveys. It is the most outspoken of a series of studies that have criticized teacher training standards over the past two years.

A widely-publicized report, issued last year by President Reagan's National Commission on Excellence in Education, complained that too many teacher training candidates were being drawn from the bottom quarter of graduating secondary school and college students.

And a study by the Carnegie Foundation for the Advancement of Teaching accused the universities of neglecting their responsibilities for teacher training.

But the NCEI study paints an even bleaker picture of a wildly diverse teacher training system in which many institutions do nothing to enforce standards and many states employ teachers with substandard credentials or no certification at all.

The survey found that an astonishing 82 per cent of the institutions with teacher training courses ignored the marks scored by candidates in the Scholastic Aptitude Test (SAT) and the American College Test (ACT) — the standardized achievement tests taken by most college-bound school leavers in the United States.

Those colleges that did insist on minimum SAT and ACT scores for admission tended to be the large state universities with student bodies of 10,000 or more. Although these institutions make up only 17 per cent of the 1,287 colleges engaged in teacher training, they have been producing half of all teacher graduates over the past decade.

But this pattern is changing. The

report says there has been a proliferation of smaller, mainly private, colleges offering teacher training. "More prospective teachers are entering these smaller colleges, which rarely need any applicant. For the most part, they do not have rigorous entry or exit requirements. Fewer than 20 per cent of them are accredited by the National Council for the Accreditation of Teacher Education."

One reason for lax standards, the report says, is the chaotic variation in teacher certification policies between and even within states. Since each state controls who can be certified and how, the number of different types of certificate is staggering.

Florida, for instance, certifies all separate vocational and academic areas. A graduate of a state-approved teacher training programme can teach in Florida, but not necessarily anywhere else.

Despite the ease of gaining a place in teacher training, the number of prospective teachers on undergraduate courses is falling precipitously, raising the spectre of major teacher shortages in the decade, the report says.

In 1973 some 688,000 teacher training students were enrolled in 1,170 colleges and universities. By 1983 the number of institutions had risen to 1,287 but enrolment had slumped 3 per cent to 444,000.

The NCEI says the decline seems to have been a straightforward response to a 14 per cent drop in pupil numbers over the last decade, but warns that the demand for teachers is likely to increase again at a faster pace the supply. School enrolments are expected to rise steadily from the 1980s, creating jobs for 170,000 new teachers in 1986, when the number teacher graduates will have fallen to 88,000.

"Where these additional teachers will come from is one of the most critical issues facing American education. Even though there is a reserve pool of qualified teachers who are now teaching, there are no indications that these people will seek teacher jobs. It has not happened in the past."

Anxiety about shortages, however, should not prevent the United States from taking urgent action to winnow out low-quality courses, the report says. In addition to closing substandard courses, the NCEI recommends channelling more prospective teachers into good courses by allowing only the best institutions to qualify for new federal grants designed to attract better qualified students into teaching.

The report also calls for sweeping changes in the way teachers are certified, with a reduction in the number of different certificates offered and a simplification of the whole process.

When teacher is a soldier as well

Ruth Elliott meets the girl soldiers in the Army Education Unit

ISRAEL

The girls of Israel's Army Education Unit received us with sandwiches, cold drinks and multilingual chatter: not so much a regiment, more a staff-room. These 18 to 20-year-olds are uniformed soldiers doing their two-year stint of military service, but they are a long way off the gun-toting Amazons of popular imagination.

They are, admits Dorit Degani, Unit Commander, specially chosen for this work. All are at least high-school graduates, some already qualified teachers. Teaching is one of 300 or so non-combatant occupations followed by female recruits to the Forces.

The position of girls is delicate in countries where military service is compulsory for boys, yet sex discrimination is frowned upon. Israel copes with this dilemma by imposing a similar, though lesser, liability to national service. Exemption is only granted to 18-year-olds who are already married, pregnant, ultra-orthodox or from problem families.

They join up at 18, and start off with a four-week general induction course. After this, the girls train for any one of a long list of jobs in administration, welfare, mechanics, electronics, communications, and conservation, as well as teaching. Interestingly, some become instructors to male recruits since it has been found that young men are motivated to learn more when it is a girl who is teaching them about navigation or handling a tank.

But most of the work for the girls in the Education Unit is somewhat different. Sometimes they may be teaching young male recruits whose schooling has been inadequate. And in times of emergency, they can be drafted wherever they may be needed: into border towns and villages, for instance, or into the shelters in exposed settlements to keep children there in a school routine. Mostly, though, they are involved

with informal education in schools, camps and villages, helping disadvantaged children, recent immigrants and other minority groups. "They get to know the 'other' Israel they may not have known about," says Commander Degani. "Many become so involved in problems of integration and development that they decide to stay on even after they've finished their army service."

The Education Unit has some 750 members, grouped in three geographical "command centres". All its members — except the 15 men who teach Druses — are female. Much of their work is done in cooperation with the Ministry of Education.

The girls admit that professional teachers sometimes receive them with reserve when they are drafted into schools to help with difficult children or slow learners. But usually, they are accepted within a week or so.

The unit consists of six main sections which deal with adult education; field (army) schools; immigrant schools in centres where newcomers to Israel are taught Hebrew and life-skills appropriate to a modern country; boarding schools for difficult children; youth counselling and assistance to schools; and slow learners who keep up with reading and writing. Like a national resource bank of girl scouts, members of the Education Unit can find themselves sent out to remedy educational or social deficiencies.

They may spend four hours each morning in a school, the afternoons on informal sessions as counsellors in youth centres, or teaching immigrant mothers to read, fill in forms, or use the telephone.

"We're working to make one nation," said one girl-soldier who works with Yemenite Jews, most of them deprived. Another explained that she was teaching Hebrew and Judaism to Ethiopian Jews newly arrived in an absorption centre.

New lessons for troops

Lessons about racism, democracy and parliamentary government will be introduced in all Israel Defence Forces' training courses, Brigadier General Yossi Eldor, the IDF chief education officer, has announced.

These lessons will receive the same priority until recently accorded to such subjects as Zionism and Judaism in the IDF training curriculum.

The introduction of the new subjects is a reaction against the success in Israel's recent election of the controversial Rabbi Meir Kahane (725, August 8), whose extremist Kach movement won about 1.3 per cent of the vote nationwide. In the IDF, Kahane, who wants to expel all Arabs from Israel and the occupied territories, won 2.5 per cent of the vote.

The ultra-right Tehiya party, which won five seats in the 120-seat Knesset and advocates outright Israeli annexation of the occupied areas, also won about twice as many votes from soldiers as from the general public.

Brigadier Eldor has issued orders to

open a special course in basic training and other low-grade training camps on "democratic ways."

In the training programmes for non-commissioned officers, more sophisticated courses will be given — on the nature of Israeli democracy, on the structure of democratic regimes in general and on the democratic capabilities of defending themselves against anti-democratic forces.

In officers' training courses, hours will be devoted to studying racism and to democracy and dictatorship between the two world wars.

According to press reports, the chief education officer's orders followed soul-searching and criticism among the most senior IDF echelons regarding the senior officers' reportedly regarded the vote as a symptom of "educational failure," both before the soldiers reached the Army (which is largely a conscript force, based on 18 to 21-year-olds) and during Army training.

Benny Morris

OVERSEAS

Children support 'a true and just socialism'

POLAND

A special correspondent looks at a survey of pupils' political ideas

Polish children support "a true and just socialism" but have difficulty in expressing their political opinions, according to recent surveys.

The poll was carried out by Gdansk University's Institute of Political Sciences among secondary school pupils aged 14 to 18, in the Gdansk-Sopot-Gdynia conurbation.

This is an area with a strong tradition of youthful involvement in politics. In the late 1970s it produced the unofficial Young Poland Movement (RMP) whose members, in the autumn of 1980, shouldered, for the first few critical weeks, the bulk of the routine office chores for the newly-established Solidarity headquarters.

In 1981, it was the birthplace of the Federation of School Youth, a Solidarity-orientated pupils' organization, which stressed the need for self-education in "sensitive" subjects — history, sociology, literature — inadequately covered by the school syllabus.

Although these facts were not mentioned in the official reporting of the poll — which received, for example, massive coverage in the prestigious Warsaw weekly *Polityka* — it is interesting that it took place in the "Three Cities" conurbation, a place which is likely to produce youthful criticism of

the official policy.

The young people, however, seem to have grasped that, in post-martial law Poland, a certain discretion is necessary. They steered clear of committing themselves to demands that trade union pluralism should be restored, although they demanded more power for representative bodies such as Parliament, people's councils, workers' self-management bodies — anything in fact, but the Communist Party.

More than a quarter of them failed to respond or gave evasive answers when asked whether they felt socialism was necessary. They were not asked specifically, it appears, how far the current state of affairs in Poland measures up to these ideals, although 79.5 per cent thought that "it was the wrong people in high places that cause all the evils" and that 80.6 per cent called for constant improvements and changes "to suit the requirements of society". Only 13.2 per cent agreed with the proposition that "all of us can live in harmony without changing anything in the system".

On the question of change, 15 per cent repeated standard demands for replacing "cadres" and improving the "system of management and organization".

According to the commentators, the inconsistencies apparent from the figures suggest that the school pupils polled are greatly concerned about the role of the individual in society.

They are confused, too, about their own political outlook — 16.5 per cent said they were "democrats", 5 per cent "socialists", and 2.7 per cent "social democrats". A mere 2 per cent claimed to be Marxists; 6 per cent defiantly declared themselves to be "oppositonists" — and more than 50 per cent "were unable to declare themselves".

citizens able to influence the decisions of the government, without exploitation of the working man, and ensuring the universal right to work, fair wages and equal access to higher education.

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Duty checklist idea a slight on professional commitment

Sir - With reference to Mike Durham's report "Keep daily record call to teachers" (TES, August 24), I am sure Mr McAvoy would like to make an accurate survey of levels of teachers' professional commitment. Therefore, I suggest he needs diaries started at least one week before the children return to school - diaries of the days spent in school during the summer holiday, the preparation, staff telephone conversations, letters, informal meetings etc.

Most of our teaching staff were in school from Tuesday, August 28 and we had already committed ourselves to numerous courses, weekend conferences and after school meetings in order to organize our school as we and the school community see necessary. In fact, we are like Tyrrell Burgess's pupils in the same issue, we are operating his fourth approach, from

the bottom up, taking responsibility for our situation. We are involved in a joint venture with our particular pupils - carrying out many non-definable duties as necessary, a result of real professional commitment.

How can employers elicit such commitment and personal integrity with this step toward a duty checklist, which can only militate against real situational problem solving, and result in the type of non-thinking performance required by many of our present pupil assessment procedures?

Everyone from nursery to head-teacher will simply have to give up genuine dialogue and learn to "play the game". ANNE O'SULLIVAN
15 Shalimar Lodge
Horn Lane
Acton
London W3

False economies

Sir - It may be true that there is a steady availability of high quality young teachers eager to enter the profession (TES, August 17). But, what of those bright young things 15 years hence, soured by the lack of financial recognition?

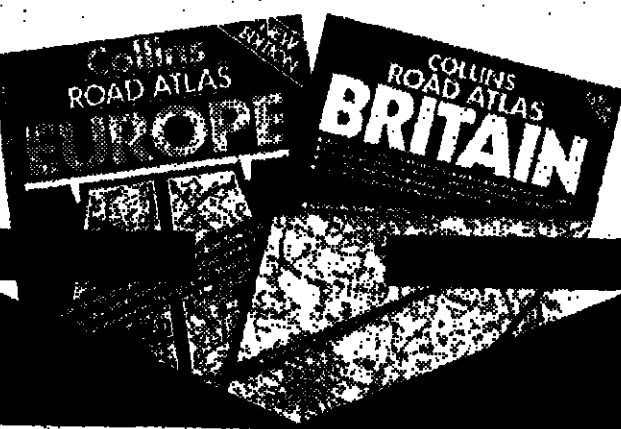
Sir Keith Joseph did a wonderful job saving money in the '60s by encourag-

ing the building of high rise flats. How many local authorities are reaping the benefits of his false economies now? A warning merely for Sir Keith - a perpetually demoralized teaching profession will make a very poor foundation for the education service. SANDRA ABRAMS
306 Upper Pant Road
Maldstone
Kent.

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Will teachers be more hostile to assessing pupils on computer?

Each-way loser

Sir - The reluctance of teachers to become involved in the murky waters of assessing pupils' personal qualities suggests that the use of microcomputers to install a little logic and structure into profiling techniques is likely to meet with even greater hostility.

If pupil profiles are to become the credible and widely accepted documents which we would wish, it is

difficult to see how we could avoid using at least the logic of checklists which themselves determine the intellectual content of the profiling activity, leaving the human compiler only the drudgery of their manual transcription.

Perhaps it is the personal touch which this method of profiling professes which appeals to us, although, in reality, it is every bit as illusory as that of its computerized cousin.

One thing is certain. If we are to

remain with the more creative, unstructured and idiosyncratic approach, and if some of our colleagues are torn out altogether, we can say goodbye both to credibility and universal acceptance.

EDWARD CARRON
Headteacher
Observation and Assessment Centre
Vineyard Road
Wellington
Telford, Shropshire

Penalty victims

Sir - Although Hillingdon's education director is to be congratulated for exposing how the Government's target and penalty system forces councils to cut spending, his article (Platform TES, August 24) reveals that he failed to pay attention to Labour's main speech at last spring's rate-fixing and, as a result, it is misleading in one or two important respects.

Mr Lyn Jones says that Hillingdon has "long obeyed central government's latest target level". Had it done so there would, of course, be no problem! That the cuts made to date have not been as deep as the Government requires is borne out by the director's earlier admission that the authority is likely to fail to meet its targets in 1983-84 and 1984-85.

But Mr Jones underestimates the extent of the so-called "overspend" when he refers to these as about 1 per cent (£1m) over target in 1983-84 and 3 per cent (£2.6m) over target in 1984-85, though his figure for 1983-84 is about right.

In 1983-84, spending from rates income and grant alone was 2 per cent over target, but services were actually provided to the extent of 4 per cent

over. That extra 2 per cent over target did not attract the full extra loss of grant because it was financed with an instalment (the second) of the £4m reserves which had accrued by the end of 1982, the existence and use of which the education director continues, remarkably, to be unaware.

In 1984-85 spending from rates income and grant alone will probably be 3.3 per cent over target, but the actual level of service is likely to be 4.2 per cent over. In both years spending in cash terms, including reserves, will probably be £3.5m over target. Since the third, and final, instalment of one million of reserves is being spent in the current year, not only must true total expenditure be declared to the Department of the Environment in 1985-86 for the first time, but worsened penalties will then apply.

The £1m extra spending in 1983-84 and £2.6m in 1984-85 mentioned by Mr Lyn Jones relate in fact to a deficit in respect of the former year and underfunding in respect of the latter. These shortfalls have arisen from the most part from deliberate decisions by the Tory majority party to restrict rate increases to the level of inflation by the simple expedient of making inadequate provision for pay awards.

Can such a policy be described as

"good husbandry" when it inevitably precludes restoration of withdrawn Government grant from rates? With a system in operation in which penalties worsen each year, the effect of underfunding is not merely to postpone the "day of reckoning", but to ensure that when that day dawns the debt will have quadrupled in size!

Sadly, therefore, Hillingdon's education director and others in his same boat must face facts: the Government has fixed an amount for public expenditure but has promised that councils spending below GRETA must have higher targets; to achieve this "council" spending above GRETA must suffer, irrespective of their "friendliness" towards the Government. Tory councils cannot criticize "the excesses of high-spending authorities" and boast about their own "cost-effectiveness" while spending 4 per cent above target and expect to get away with it. Since prayer is unlikely to help, such councils should enthusiastically join Labour's campaign for the removal of the Machievellian target and penalty machinery and the full restoration of local freedom and democracy.

SIMON GELBERG
Labour finance spokesman
Hillingdon Borough Council

Scrap homework

Sir - Sharing the views of Mr Peter Hunter (TES, August 24), I have for some time felt that I must be an isolated freak. As a secondary teacher of English for more than 10 years, I have struggled to set homework which would be at once constructive, stimulating and relevant to the very individual needs of 30-plus pupils of widely mixed ability.

In answer to occasionally expressed reservations, I am told that parents demand to see homework as evidence that their child is, in fact, working. Parents' evenings seem to reinforce this view with far more complaints being heard about too little homework than too much.

As a result of such pressure, teachers are obliged to set regular homework, whether or not this is a natural follow-up to a particular lesson. Work must be set which will occupy the child for 30 to 40 minutes while not proving beyond the powers of the less able. If it is anything other than written work checks are more difficult and parents tend to feel that this is not "real" work. Therefore a child must produce, each night, pages of essays or exercises.

How many adults would find this a beneficial way to spend their evenings after a hard day at the office? For the able pupil, homework may be less of a hardship, but it does little to encourage

the child in the self-motivated pursuit of personal interests. For the struggler, often with little support at home, rigid demands of homework simply confirm feelings of inadequacy.

Now, as my own child passes through the secondary system, I find my long-standing misgivings confirmed. After a relatively relaxed period at junior school, finishing at 3.15, children are suddenly faced with a seven-hour school day and possible, one hour's journey in addition. At an age when we wish to encourage them to develop hobbies and join clubs, they are then obliged to work for one to two hours on top of an already tiring day.

Is it little wonder that by 14, many children have little interest in any activity outside school other than collapsing in front of the television?

I feel strongly that we have, as parents and teachers, subscribed for too long to the myth of homework. Give the pupils a break, when they have completed their school day - encourage them to develop more individual and constructive ways of using their free time. And if the mark load of teachers is reduced in the process, so much the better.

SUB HOWLETT
4 Byron Place
Eaton Ford
St Neots
Cambs

How diverse?

Sir - Dr Jagdish Gundara takes me to task for asserting that Britain is a monocultural society (TES, letters, August 24). Dr Gundara knows of my work in the field of minority mother tongues and should have seen that my letter was not an argument in favour of monoculturalism. Indeed, as a lifelong enthusiast of variety in language, I am quite aware of the diverse strains which make up both our linguistic heritage and our population.

As Dr Gundara himself says, British society "deals with this diversity by assimilation", and "the nation state uses various... mechanisms... to stress its sovereignty and unity and underplay the issue of social diversity". But what is this if not the imposition from above of a monocultural, dare one say it, WASPish, ethos?

Come on, Dr Gundara, it really is naive to suggest, for example, that in this predominantly non-churchgoing country, the existence of a variety of religious denominations helps to make for a "diverse" society. Multiculturalism may certainly have "complex historical roots", and even in the present it is thriving in the grass-roots, but my argument is that it is not encouraged to blossom on the upper branches of the hierarchical tree. MICHAEL C. MOBBS
Department of Allied Linguistics
Birkbeck College
University of London

Dressing up achievement is no substitute for change

Sir - Tyrrell Burgess is right ("Every which way... and lose", TES, August 24) to contend that Sir Keith Joseph's strategy is inconsistent, even contradictory. One could, without difficulty, point to other instances of muddled thinking in Elizabeth House; indeed, intellectual confusion and absence of imagination are the hallmarks of this Government of schoolmasters but mostly why it seeks to undermine the cultivation of intellect in schools, lest people learn to notice the emperor's state of dress.

Yet Tyrrell Burgess himself commits one contradiction. Asserting that money is not essential for improvement, he welcomes "the Secretary of State's new policy of records of achievement (which) could transform students' views of themselves and the purposes of their education".

That consequence may well be so; and if so, it would be wonderful

indeed. But it is naive to maintain that records of achievement of themselves, unaccompanied by considerable extra cash, can work the trick. Any school, if cynical enough, can bolt a profile on to existing mechanisms; spurious in itself, equally ineffective as an agent for improving learning as any exam, it would quickly devalue itself within and outside the school.

The record of achievement could work, as Tyrrell Burgess rightly wishes it to, only when it is the visible symbol of a philosophy based on a radically different view of relationships within school; a philosophy requiring significant alterations to curriculum, pupil organization, teaching and learning methods, timetabling practice, and resources - all matters deeply-rooted in standard assumptions.

Were schools fully to realize the aim that "learners take more responsibility

for their own learning... they would have to organize to allow much more variety than is currently the case, and for the unexpected: this would require not only more and different resources in staff, materials, time and physical space, but also an element of surplus in these things.

With one part of its brain the Government recognizes this: the pilot projects for records of achievement - like the TVEI - will be generously funded. With another part of the same brain, it denies that funds are needed for change. What happens when these generously-funded pilot projects "prove" their success and are to be universally applied is fascinating to speculate upon.

CHRIS BOOTHROYD
Head of Upper School
King Edward VI School
Morpeth
Northumberland

Somerset gloom

Sir - Mr Barry Taylor, Somerset's chief education officer, says of the county's new book recording ideas and achievements in Somerset primary schools: "This is meant to be... an encouragement to all of us who earn our living in education and an underlining of the crucial importance of defending the quality which we have" (TES, August 24).

Mr Taylor would so well to send a copy to all of Somerset County Council's home tutors, who are in dire need of encouragement and reassurance that the quality of their work is appreciated: they have recently received a letter informing them that "owing to severe financial constraints within the education service... the rate payable to home tutors will be altered to £5.45 an hour" - a cut of nearly 30 per cent on the previous rate of £7.58 an hour.

HELEN MARQUIS
9 Leg O'Mutton Road
Glastonbury
Somerset

Branded youth

Sir - Mr Terry Casey's project, Catch "Em Young" (TES, August 24) makes administrators in our education system appear to be working backwards, achieving nothing more than frustration at best and failure at worst. How can they hope that these young "offenders" are going to be encouraged to appreciate their own good qualities and make positive contributions to society after they have been labelled and branded?

I can hardly believe that any primary school teacher with any sensitivity towards children would ever dare to make such a damaging pronouncement about a 9 or 10-year-old - to discriminate between "the naughty child" and "the maliciously ingrained child".

I believe "There is that of good in every man". We must provide teachers with resources and support, within the primary school, to encourage these children who demonstrate their problems to society. Branding them, isolating them and then trying to encourage them is sheer lunacy.

LEONORA T. DAVIES
130 Cranley Gardens
London N10

Turning heads

Sir - Is not the term "headteacher" just as inappropriate as "headmaster"? Not all heads are male, but neither do all heads teach.

A. A. MILLS
24 Valley Gardens
Egglecliffe
Cleveland

Village life

Sir - I am grateful to your reviewer, Tom Corfe, for describing my book, *Thatched Village*, as great fun ("God-den Memories", TES, August 3). But he wonders if I have "dugested" my account of life in the village between 1920 and 1935. I haven't.

Books for Asia

Sir - During a recent visit to Vietnam, I met teachers and officials of the Ministry of Education who were eager to promote the teaching of English as the main second language throughout their schools.

Indeed, I visited one school in a large village in the province of Nghe Tinh where some attempt was being made to do this. But, as with everything else in that war-devastated country, there is a desperate shortage of every kind of teaching material, including textbooks.

I have spoken to several teachers about this and they have suggested that many school cupboards contain tried and trusted reading schemes now abandoned for more flexible material. They referred to such series as Gay, Way, Beacon, Happy Venture, Wide

Range, Ladybird, and Janet and John.

Many of the reasons for the replacement of these books in our schools are quite irrelevant to the situation faced by teachers in Vietnam and they would certainly welcome such carefully graded material as a valuable teaching resource. I would, therefore, appeal to teachers and schools, particularly in the Inner London Education Authority and Greater London and even the Home Counties, to consider passing on such books as are no longer used, for use in Vietnam.

Arrangements have been made for books to be delivered to Asia Section, Quaker Peace and Service, Friends House, Bunton Road, London NW1.

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244 Ellerside Road
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When the buck stops

SHERRILL ANDREWS

I recently witnessed the embarrassment of an American sitting on a stationary train at St Pancras. It was Derby Day, and yes - you have guessed it, the train was bound for Derby. Luckily a fellow passenger put him right and our visitor was duly directed to Epsom, in time, I hope, for the big race.

This incident raises a number of implications which may be uncannily related to the questions we are now asking of the design of initiatives concerned with vocational and pre-vocational education for the 14 to 18 age group.

Questions like: Where are we going? Are we going to the right place? How will we travel there? Are we being given the right directions? How many alternative routes are available to us? And perhaps most importantly, how do we know we've reached our destination even when we've supposedly got there?

Teachers, lecturers, and training officers alike are having to grapple with some or all of these issues in an attempt to devise a positive strategy towards CPVE, TVEI and YTS. Having just completed a national series of Industrial Society conferences, designed to reveal the complementary nature of these initiatives, together with education for capability, I must sympathize with their dilemma. It is akin to the situation facing British Leyland a few years ago, where different parts of the operation were producing similar products in competition with one another.

The ensuing problems have been well documented. The advantage, however, that BL had which teachers and instructors do not have, is that when the buck stopped, it landed on one desk. The problem facing those in education and training is that they are unclear where the bottom line accountability for overall strategy lies. Is it the Manpower Services Commission? Is it the Department of Education and Science? Is it the Joint Board for the CPVE? Or is the Secretary of State for Education in person? We could paralyse ourselves with speculation!

This diffusion of responsibility will increasingly hinder the business of formulating a coherent and logical framework for very many youngsters embarking on some form of vocational education.

If we look in particular at the TVEI, it is clear that the haste in which this



laudable scheme was launched has meant that authorities have concentrated their efforts on getting the first year going with possibly half an eye on the second year. But for many, the third and fourth years are tomorrow's problems. This induced myopia will be realized when substantial numbers of highly employable young people decide that they will leave school at 16. TVEI coordinators will be facing a not inconsiderable task of maintaining tenable class numbers by in-filling with youngsters who are inadequately prepared to enter the scheme at year three. Similarly, the TVEI 16-year-old who decides to opt for YTS is likely to find considerable repetition in the off-the-job aspects. Such duplication serves to underline the need for clear planning.

The rather clumsily named Certificate in Pre-Vocational Education would appear to add to the problem. Apart from its unattractive title, (youngsters could far better identify with the Preparation for Opportunities Award (POPA)), the disarray is exacerbated by the attachment to a one year course beginning at 16. The Joint Board could do worse than dissociate itself from the restrictions of age or, indeed the mode of attendance and, instead concern itself with the setting of standards of competence and the rigours of certification. This would at least free it from the dangers of contributing to the institutional confusion.

CPVE, TVEI and YTS are part of a layer cake, which appears to accommodate a great many adolescents of school leaving age. Futurologists are repeatedly telling us that the number of youngsters in this age range is going to diminish markedly. The problem will be shifted up the chronological road, so to speak, where there is a similar welter of equally mystifying

initiatives under the umbrella of the adult training strategy. Running alongside we have the new AS levels as well as the recent GCSE proposals for a unified system of certification. It is not easy or indeed possible to see where the jigsaw fits together. We are facing the distinct possibility of "pocket policies" catering for specific age groups at 14 to 16, 16 to 18, and 19 onwards, where each scheme overlaps and duplicates much of the work of the preceding course. We must, instead, think in terms of a 14 to 19 policy aimed at developing progressively the skills and capabilities of all our young people, if we are to avoid the wasting of time and resources. Such a framework has, above all, to be flexible and based on local innovation.

The yeast of vocational education, as any school/industry liaison officer will tell you, is the locally based project. The enthusiasm generated by this grass roots activity has provided much of the impetus for what is now rapidly establishing itself as a radical departure from the traditional subject based curriculum. There is perhaps surprisingly little disagreement about the methods employed, pupil or student centred education, emphasizing achievements, project and resource based learning, and an integrated approach to the curriculum making it both relevant and fun, are the lingua franca of the vocationalists.

If this groundswell of commitment is to be harnessed, we clearly have to develop a coherent structure, which is understandable to teachers and pupils alike. If not, we are in danger of all trying to fit our piece of the jigsaw into the same place, in our determination to do the right thing.

Sherrill Andrews is education adviser for the Industrial Society.

Against the odds

MARY BEALE

When the Plowden Report survey revealed that many homes in what later became educational priority areas contained not a single book, it would have been easy to conclude that some parents were simply not interested in good quality reading material for their children. Yet at Bradley Rowe First School in Exeter, a social priority school, we have been running a school book club for nearly 12 years, and on a recent afternoon, parents and children spent more than £73 on books.

We open for business between 2 and 4 p.m. Always on a Tuesday, (Family Allowance day with ready cash available). A brief note is always sent home the previous day - "Book Club Tomorrow, come and look, come and buy".

Began in October 1972, the club formed part of a concerted attempt to improve the overall reading standard of a school, then newly designated one of "special priority". The ITA experiment had just been discarded, new reading schemes introduced, and established in an old cloakroom, we hoped, the seeds of the book-buying habit sown with the new book club.

Since the book club began, a local bookshop has provided us with a good selection of not-too-expensive books: Ladybirds, (plenty of easy readers) children's paper-backs, picture-readers and other popular series. There are books to suit the needs of the preschool child and to meet the limited means of those with only 10 or 15 pence to spend. Slightly damaged, marked or old stock find ready buyers.

Trestle tables are set up in the playground, a converted school-yard shelter, and four children assigned as general helpers to arrange books clearly marked in price-order, fetch the 13 classes in turn and offer help to any little ones. All children are welcome to spend some time browsing even if they cannot afford to buy. A teacher is on hand to offer advice, parental help is strongly encouraged, and older siblings often arrive primed with firm instructions, "50 pence for me, 50 pence for my sister and 10 pence for my baby".

Throughout the afternoon a steady flow of children visit the book club. The rush comes at 3.30 p.m. when school is out and the children bring their mums in. Dogs, prams, small bike-riders and a variety of trailing toys help to swell the throng. The last half-hour is hectic but stimulating.



Business is brisk, the noise level high and a feeling of urgency pervades. By 4 o'clock all is over.

This school is a great deal because after the sale the bookshop lets us choose books up to the value of 10 per cent of the total amount sold. In this way we have amassed over 6 years a significant addition to our own library of paperbacks, picture reads and a few hard backs.

From time to time we have attempted to include hardbacks in the sale, on open evenings, fairs and Christmas fayres, but they have not proved popular. The "annual" remains the only acceptable hard-back for many families.

Looking back through the recorded books we have chosen for the school is interesting to see old favourites in demand. *The Magic Finger*, *The Penny Pony*, *The Gift from Whiskers*, all bought originally for 20 pence, have been replaced many times over. Books featured on television have been requested and enjoyed by parents and children alike. One mother read *The Little House on the Prairie* series, another the *Narnia* works. One boy told me he bought *Ladybird Classics* because "My dad collects them".

Many parents encouraged to select books to read to their children have discovered the pleasure of stories read when they themselves were young. In a school of 310 pupils, an average of £40 a month has been spent by the community on books over the past 12 years. In a social priority area where, according to the popular stereotype, no one is interested in children's books, this means that children and parents have spent nearly £5,000 buying good quality children's literature. In the same period the school has gained almost £600 to spend on books for our own library. One most gratifying feature for the teaching staff has been the gradual but significant improvement in reading achievement scores recorded over the 12-year period, an improvement which we all hope will continue.

Mary Beale is deputy head at Bradley Rowe First School, Exeter.

closure of small colleges. One of these colleges is one that I attend and which has given me the chance to pick myself up again.

It seems unfair for those ministers, many of whom went to institutions of higher education, to deprive students of the same opportunities they themselves had. Education is not a privilege but a right. However, with the lack of people who care enough to improve the examination system, it appears that more and more young people will not have that right.

Helen Batchelor is reading for a combined studies degree in History and Social Science at Rolle College, Exmouth.

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Cheated by exams

HELEN BATCHELOR

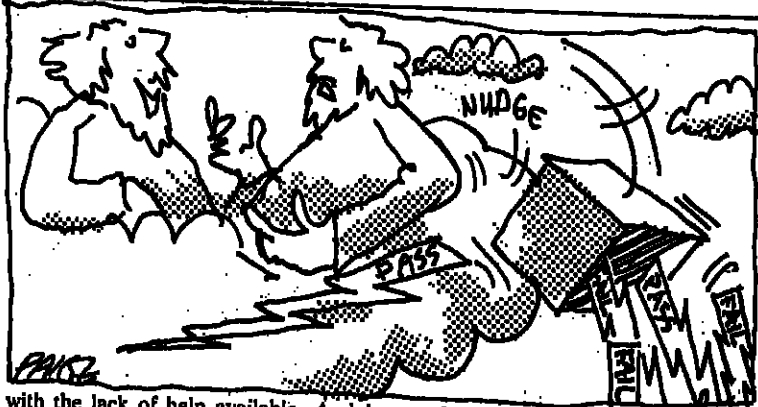
Many students receiving their A level results, just as I did a year ago, are victims of injustice, just as I was. I offer my sympathy to them as someone who knows what it is like to be cheated.

When I received a D, an E and an O in history, English and French, my heart collapsed in horror. I had expected at least two grades higher on every subject and according to an article I read, I was less than six per cent away from success. Because I was

not lucky I was made to feel wretched and empty, believing I was not good enough for higher education. I had so much faith in myself and so had others, before the A level examination system dashed my hopes. I felt as if someone had slapped my face and spat in my eye after working so hard.

A nightmare followed. Because I lost all of my university and polytechnic places, I had to start all over again filling in thousands of application forms and going to interviews. And I would never have got to college without my parents' determination because in the end they were the only people to stand by me.

My school would only help me because my parents forced them to write references. The careers officer told me I had no chance in getting on a degree course, my grades were not good enough for a college, never mind a polytechnic. I was not alone either



with the lack of help available. And even though I wrote an article last year on how I felt ("Tranny of Grades", *The TES* September 2, 1983) and wrote to the Prime Minister on the inadequacy of the examination system, still nothing has been done to prevent the casualties.

People said when my results first came out that they understood what I was going through. If they understood, then, why has nothing changed? I still feel awful and ashamed. I feel it was my fault that I failed and no one cares anyway what I think, or what any student thinks. I am constantly reminded of my failure by people's remarks so how can anyone really say that they understand how I feel?

I have stood and watched people congratulate my friends on getting to university and when they turn to me, they say, "I can hardly congratulate you, Helen, commiserations anyway". A friend reported that on telling someone I was at college, they said, "Oh, didn't she do very well then?" And if you already feel ashamed of your grades it is difficult to ignore such

remarks. Because of my A levels, I feel that I have lost the respect of my friends who pity me and look down on me. I still hide away because I would rather avoid feeling humiliated. I am certain that examination boards are not fully aware that they are dealing with people's lives and not just with essays.

I was so convinced that I had been cheated that I asked my parents to pay for a re-mark. However most students cannot afford to pay £9 for each paper - not subject - just to receive a reply which says nothing. I still remain in the dark about what went wrong with my A levels. So the system is not only unjust, you cannot even argue against its judgment.

Many potentially good degree students have been turned away and made to feel humiliated. Others have had to re-take examinations when they deserved to pass them the first time. I was lucky even though I do not feel it, because I could have done worse.

Since complaints have been voiced, the only response to the injustice from the government, is to threaten the

UNDIVIDED ATTENTION

I was applying for a post as head of faculty in a large comprehensive before a headteacher ever came into my classroom to see me teach, and then he came and went without giving me any feedback. Heaven knows how I had been appraised until then, probably by the use of the old broken furniture test: "If they aren't breaking the furniture he's doing OK".

When whatever mysterious methods of appraisal had been applied and I became a headteacher, I was determined to attempt something a little more professional. I seem to remember (on a management course) seeing some films featuring John Cleese showing how not to conduct an appraisal, but even that didn't deter me. There was, in truth, less guidance on how it might be done, and any material at that time came from industry since the use of appraisal in education was practically unknown.

I began by putting a whole morning or afternoon aside, taking the telephone off the hook, putting up the engaged sign, and giving each volunteer colleague my undivided attention as we talked through an agreed agenda. This followed a period of about a fortnight when I'd been into his lessons to observe.

I'd done a bit of soliciting, sidling up to colleagues to ask if they fancied being appraised, and I suppose I chose the first few with care, hoping for a favourable reaction and good messages fed into the grapevine. I started out a firm believer that the head should do it because staff will always want to know what the head thinks, but I'm not so sure now that this crude organ-grinder and monkey theory holds true.

I felt hygiene factors were important - appraiser and appraisee sitting side by side in comfortable armchairs, with a pleasant coffee break, and the headteacher doing all the chores of note-making during the interview and writing up afterwards. The idea was that the write-up was agreed as a true record it should serve as a blueprint for further action and development.

It seemed to me it had to be two-way and questions like, "How far does general policy help or hinder your work?", and "What changes would you like to see in the school procedures and policies to help you and your department?", were included from the beginning. Other questions on the agreed agenda related to professional development over the last year or so and looked to the future for growth points for further professional development. Frankness was encouraged but not the temptation to titillate or be disloyal to colleagues. If I had feelings of trepidation

'Appraisal will have sinister connotations in the minds of some teachers'

about raising sensitive issues in the area of personal weaknesses, I quickly found colleagues raised them. Experience gained over the first few months suggested that if the climate is right (and confidentiality guaranteed, if desired) colleagues will be disarmingly honest.

The point about the climate is important. I think you need to judge when a school is ready for appraisal. The word appraisal will have some faintly sinister connotations in the minds of some teachers, threatening assessment on a five-point scale or reminding them of their teaching practice days when someone sat at the back of the lesson to "criticize", or, worse still, assisting the process of weeding out the much talked about incompetent section of the profession.

If it is not part of an overall strategy for staff development it will probably deserve this suspicion. In my view it cannot be grafted onto a mechanistic organizational structure since it will inevitably be seen as part of "accountability" rather than encouragement to self-appraisal with a view to assisting further professional growth. Where the organizational climate is genuinely project-based and task-orientated, and people work in overlapping teams towards common objectives, with the needs of pupils placed above the needs of subjects, departments, or pastoral administration, appraisal can be accepted as a genuine learning experience for appraisers and appraisees. In other circumstances, it will be seen as punitive however it is dressed up.

Having said that, I started with a top-down model. I don't think this is necessarily a contradiction if the organizational climate is favourable and if the process is two-way, but it is limited, and in time the principles and methodology need to be accepted by others in the school if it is to be really



Checks on teachers' strengths and weaknesses can increase job satisfaction but should not be used to pay them more, argues Richard Nicholson

effective. For us it seemed the right way to start.

It is easy to see the pay-off for a headteacher. He will gain a better knowledge of his staff which will help him to be more accurate when writing references and in a better position to promote on merit, and he will have an opportunity to improve morale by giving recognition and praise. He should gain a better knowledge of the curriculum in action as opposed to the curriculum on paper.

He has a chance to get to know some pupils better. If the process is two-way he will receive much-needed feedback about his own performance - how are school policies and procedures perceived? Appraisal may afford opportunities to identify good practice and spread it around, to improve the management skills of other managers in the school, and help to build consensus about objectives - one of the most important functions

of the headteacher role. For his part the appraisee is given time and space to undertake a proper review of his performance, identify his priorities, and set targets for the future. A well-run appraisal will give opportunity to identify weaknesses or omissions but with the prospect of taking remedial action because help will be forthcoming. A confidential appraisal interview means anxieties and tensions can be brought into the open and there is a counselling aspect to the appraiser's role. The appraisee should be able to strengthen his relationship with the headteacher, and perhaps some of his colleagues, and all of this should enhance his job satisfaction.

Later I turned to department appraisal, again using negotiated agenda and methodology, including the use of questionnaires, looking at pupils' work and interviewing pupils about their perceptions of what they were learning, but with the individual appraisal interview still an important constituent. A large department was too much to tackle on my own and I roped in my two deputies. While one person doing the appraising is likely to be highly subjective, there is probably a need for agreement trials or "moderating" when the appraisal is undertaken by a team.

Still we found the work very time-consuming - one department complained it was dragging on - but superficially seems a greater danger. In any case I believe the process is at least as important as the product, that is the learning that goes on as colleagues work out criteria together and collect and evaluate data, but it is easy for me to underestimate the anxiety appraisal will cause some colleagues.

This raises the first of a number of questions about appraisal: how voluntary is "voluntary"? Clearly there are considerable pressures on a teacher to agree even if an inner voice is groaning at the prospect. And if he is truly a reluctant appraisee, will he derive any value from it? Does the whole system favour the articulate at the expense of the less articulate with other strengths and qualities? How do you follow up appraisal effectively - how tightly do you monitor progress in the post-appraisal period? What about the danger of "halo" and "horns" effects - how typical are the lessons you've seen or are they untypically good because you made the teacher nervous? In any case, what criteria are you using to judge classroom performance - there is no ready made template of good practice. How does

'Time and space to undertake a proper review of performance'

appraisal relate to the disciplinary interview or disciplinary procedures and if the first leads to the second how will the staff view appraisal after that? How do we encourage others to take it on in their departments or teams? And considering the time it all takes, is it worth it?

With the suggestion that the remuneration of teachers be revised to reward really effective classroom teachers, it might be suggested that a system of appraisal should be used to identify those deserving of extra payments. While I see a strong case for radical revision of Burnham in this, and in a number of other directions, I am not convinced that the kind of appraisal I have described could be used for the purpose since its primary objective is staff development and support. Perhaps local authority advisers, who already have a role in deciding promotions, could take on a system which runs parallel to the school's?

The headteacher could use his system to build confidence and improve skills and so prepare colleagues for the appraisal carried out by advisers. But his systems should be pre-eminently concerned with professional growth to enhance job satisfaction rather than narrowly as a means to an end.

Perhaps this looks a little like leaving advisers to do the dirty work, and I recognize that they will want to give support and help on occasions, rather than simply decide promotions, but the approach I have described would offer some objectivity and consistency, provide checks and balances, and preserve the kind of relationship I like to see between headteacher and the other teachers.

Richard Nicholson is head of Sheraton Comprehensive School, Stockton-on-Tees, Cleveland.

The Loves letters

Martyn Harris looks at some remarkable correspondence between two Leicestershire parents determined to find out about their child's education and the school and local authority that seem reluctant to answer



The rights and wrongs of the various arguments are too detailed to go into here, but suffice it to say that they were authoritative arguments which would seem to merit some reply.

In fact, Andrew Fairbairn did not address any of the arguments put to him by the Loves. Instead he wrote: "I would not wish to deny your right to be concerned about the progress of your child at school... However, I think it is important to draw a distinction between that and an attempt by an individual parent to change the curriculum and resources of the school." He went on: "... the conduct and curriculum of the school is a matter which is within the purview of the governors and headteacher... In this particular case the headteacher, the governors and... the vast majority of parents appear to be broadly satisfied."

Fairbairn concluded: "I am concerned about the effect which your correspondence is having on the morale of the headteacher and staff... I believe the interests of Hannah and the school would now best be served by confining your correspondence to the school's internal matters."

The Loves are a confounded nuisance but that doesn't mean they are wrong

Hannah's progress there. And finally, and rather ominously: "If at any time you are dissatisfied with Hannah's progress at the school you can, of course, request a transfer to another primary school."

But the Loves don't want their daughter to go to another school. After the tea and the Killer Cake, they take me down the road to show me

why. The school is a few minutes' walk from their house and it's the only one in the village. It is brand new, set among fields and rose beds with not so much as a stray lolly stick to disfigure it. "In many ways" says Colin, "it's a very good school. The kids are happy, the environment is perfect, the teachers seem to like the children..."

So, why complain? Is the natural question. What does it matter if teachers aren't up on the latest research from the Inner London Education Authority and a head doesn't know a sex stereotype from a beanbag? "I sometimes ask the same myself," says Susan Love, "but then I think why should my children settle for anything less than the best?"

At the moment the issue is in limbo. The head and governors will no longer correspond with the Loves and are forbidden from talking to the press. All correspondence is directed to the I.E.A. which restates its position that the internal running of the school is a matter for the head and governors.

The legal department of the National Association of School Governors has advised that the school should not be forced to answer the Loves' letters.

tion of Head Teachers has sent the Loves a letter supporting the headmaster, which is somewhat astonishing as the affair so far has no legal implications whatever. The Loves have now forwarded this and all other correspondence to the DES and have received a reply asking for details of specific complaints.

If their persistence is difficult to understand the attitude of the authorities is even more baffling. The Leicestershire authority has a reputation as progressive and innovative. The only explanation seems to be that the head and the I.E.A. reacted initially in a casual, somewhat off-hand way and now feel unable to back down.

But Fairbairn himself denied this. When I asked him whether the headmaster's original two-line letter to the Loves had been an appropriate response to parental interest he replied: "I could equally well take the view that from the tone of the Loves' first letter they were people who were out to get the head and to cause trouble."

The Loves' views, which he described as "avant-garde", should be seen "in the context of the views of 100 per cent of parents at the school." The school had received, said Fairbairn, "several letters of general support from other parents." He couldn't recall if the letters had been received as a reaction to the Loves' campaign or at some time previously. And no, he could not produce the letters as they were confidential, and no, he could not give the names of the satisfied parents, though he could say that one letter in particular had complained that Hannah had distributed political

dismay. "As soon as I saw that Green Paper I knew we were going to get this sort of trouble," one of the county's deputy directors of education told me.

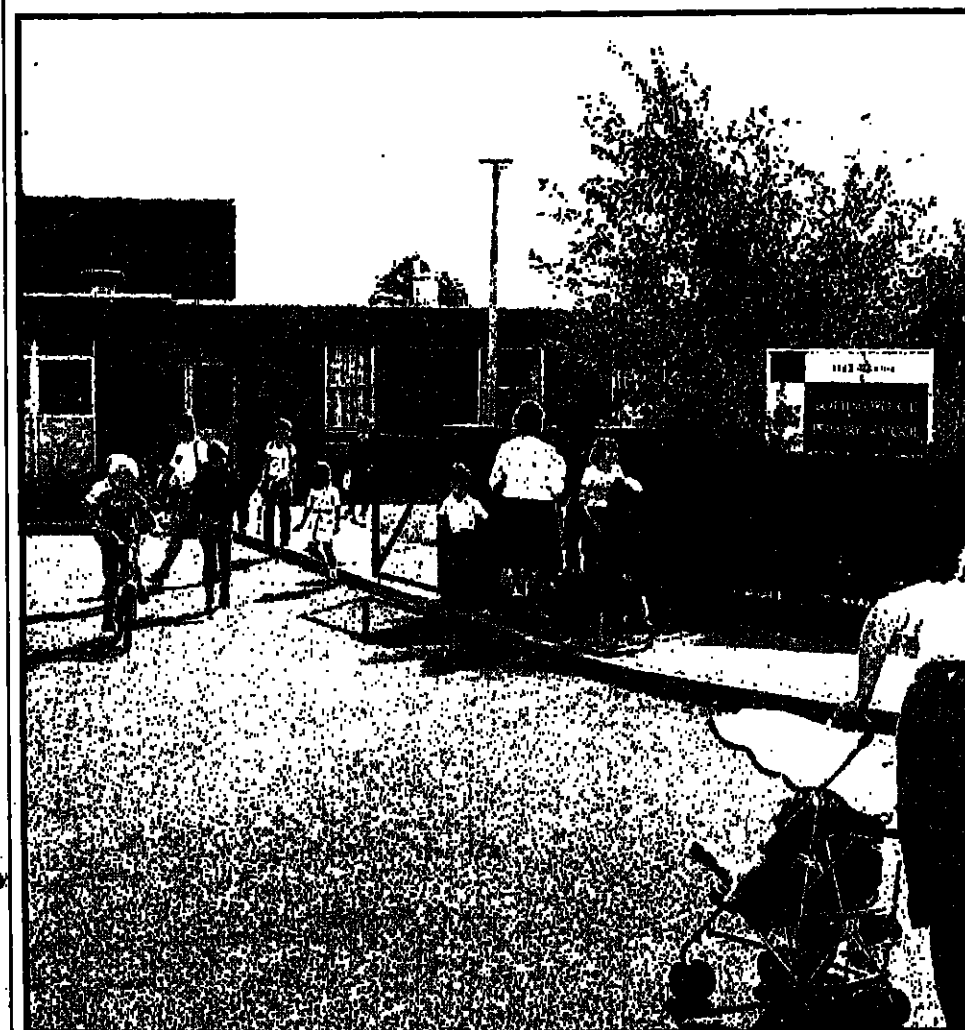
For their part the Loves have now abandoned their scatter-gun approach to Bottesford and are concentrating on the issue of parental involvement in the curriculum. "As I see it," Colin Love argues, "they are saying that curriculum is the business of the head and governors. My answer to that is okay, let's see some evidence that the governors actually discuss curriculum in any meaningful way."

Informal discussions with governors have convinced him that they do not, or at least that it takes the form of simply rubber-stamping the headmaster's termly report.

A 1981 circular from Mark Carlisle, the then Education Secretary, calls on governors to discuss the school curriculum on a regular basis. The Loves asked the I.E.A. for dates and minute numbers of occasions on which such discussions have taken place. These have so far not been provided, although under the 1980 Act schools are required to provide copies of governors' minutes for inspection by parents if requested, and it might, in the circumstances, be reasonably argued that it is the director of education's duty to point this out.

Andrew Fairbairn has now retired after a distinguished career. It is, perhaps, not surprising that he should choose to regard the Loves simply as troublemakers and a nuisance. The Loves are a

'It is hard to see that the authorities have been anything other than evasive and hostile to parent interest'



badges in the school. (It turned out that Hannah had helped herself to some of her father's "Cool Not Dole" stickers and given them to friends).

On the question of the "broad-based support" from parents, Fairbairn said he did not think it necessary to ask the parents what they thought. "The governing body", he said, "is an excellent sounding board for parent opinion. We would have heard if there had been any discontent." On the other hand, he was unable to say how many parents there were on the Bottesford governing body.

In fact, there is one, non-elected governor with children at the school. All the rest are over 50, four are over 60 and one is 87. This in spite of the 1980 Education Act, which requires that, in due course, all schools of Bottesford's size should have at least two elected parent governors, and a DES circular issued this year which sets a deadline of September 1985 for those schools which have failed to introduce them. The recent Government Green Paper *Parental Influence at School*, would increase the number of parent governors at Bottesford to three, a prospect which Leicestershire appears to regard with

confounded nuisance, but that doesn't mean they are wrong.

Far from it. The consistent line in public policy since the Taylor Report in 1977, through the 1980 Education Act and to the Green Paper has been to encourage parent involvement in every aspect of the school, including curriculum, however inconvenient this happens to be to teachers and administrators.

In the Love case it is hard to see that the authorities have been anything other than evasive and hostile to parent interest. They have shown arrogance and complacency and have ignored the spirit, if not the letter of the law. In their retelling of the fantastic allegation that the Loves used their five-year-old daughter to distribute political propaganda they have shown a readiness to impugn the credibility of their critics with the implication of political extremism.

The Loves may be rather self-righteous, with an exaggerated sense of parental responsibility, but in the end all they have done is to ask a lot of perfectly reasonable questions about the education of their own children. Most of those questions have still not been answered.

The hidden prospectus

Careless, clumsy, unclear, mealy mouthed and with excessive verbiage—Michael Smith takes a parents-eye-view of a school brochure

Given the general acceptance of the existence of what we call a school's hidden curriculum, there must also be such a thing as the hidden prospectus, and I have just been reading it.

Since the 1980 Education Act state schools have been obliged by law to publish a prospectus setting out certain information for parents. My daughter is about to begin her secondary education hence my recent reading of the actual lines of the local comprehensive's prospectus and my discovery of what lies hidden between those lines.

The information which the school wishes to convey to me about the curriculum, the pastoral system and a myriad administrative arrangements and procedures is all there on 20 large pages. The hidden information which as an intelligent parent I also require is also there on those same pages for those with eyes to see.

A discerning reader will always find that bad punctuation and sloppy grammar grate and proclaim their own message apart from the overt message of the text, rather like a poor rendering of a Beethoven sonata. This is particularly so in the prospectus of a school which, one assumes, is aiming to teach, among other things, correct English. Thus I am disturbed to find clumsy grammar and style, misplaced apostrophes, commas where none is called for and a completely inconsistent use of initial capital letters (as in "a Career or further education" and "Badminton, Squash, table tennis"). What then, I ask myself, are the standards taught to and expected of the pupils?

This carelessness and lack of attention to detail is manifest in other respects, too. The school address is inaccurate in one respect and different from that given in the County's "Information for Parents". A year system has just replaced the former house system, to which there are still, nevertheless, references which have not been edited out.

The school is apparently equally unclear about the purpose of reports: on one page they are said to be "to students and parents" and on another, where the indivisibility of showing them to prospective employers is stressed, "between school and parents ONLY" (the prospectus's block capitals). Not only does the book as published give conflicting information to its readers, but it inevitably casts doubt upon the genuine worth of one of the school's stated objectives, which speaks of the need for "good order and efficiency".

More than two pages of aims and objectives give the impression that the school is trying to influence the reader with excessive verbiage. Much of it a parent would have taken for granted, such as "to acquire knowledge and skills" and "to prepare for adult life". What on earth, however, is he to make of this: "The curriculum should be so balanced that its learning processes enable students to know and remember, and to feel, to be capable to understand, and to value?"

Indeed I wonder why such aims and objectives are stated at all. They are not presented as those of the local education authority which runs the school. Do they differ from those of other schools in my county? Are they intended to help me to shop around intelligently? If aims and objectives are drawn up by each individual school, what would happen, I wonder, if they were to differ

from county policy? The style of language used in the prospectus reveals much about the ethos of the school. The use of the word "sanctions" where "punishments" is clearly intended tells me that the school is at worst weak in its approach to discipline or at best mealy-mouthed. This euphemistic approach turns those who are usually known as remedial children into "students who experience difficulty with particular academic subjects". Don't we all?

The academically weak share with the rest of the school population the title of "student". Up to nearly half way through the prospectus we read extensively of "students" and occasionally of "children", without any suggestion as to whose they are. And then suddenly, in the midst of a section on homework, we have "your child" twice and "you" twice, although the book is not addressed to anyone in particular and parents are mentioned elsewhere in the third person. This strongly suggests that the volume has been cobbled together from various documents previously published at different times using different terminology and that no proper editing has taken place. So much for "good order and efficiency".

The hidden prospectus tells me, too, a lot about how the school views me, the parent. I am clearly expected to be impressed by the academic degrees of those members of the teaching staff who have them, for they are all listed. This may, of course, inform me that they are erudite in their particular subjects, but says little, alas, about their competence as teachers. I am expected to know all about OCE and next to nothing about CSE (in accordance, perhaps, with a recent *Which?* survey that showed three out of ten parents regarding CSE as a waste of time); at no point in the prospectus are the initials GCE spelt out, but CSE is - twice. And the sixth form college is said to prepare students for "GCE level" (sic!).

What else can I read between the lines? That the school, in common no doubt with most other comprehensives, disregards the 1944 Education Act ("RE for all students during the first three years, and an option offered during years four and five"); that the school has not recognized the paramount need for clarity to aid those unfamiliar with the system (the office is variously referred to as "the School Office" and "the Main Office"); that the school has not realized the possibility of parental objections to sexist language (the office and the tuck shop are both "manned").

Perhaps it is imagined or hoped that parents will fail to read between the lines; more likely, the idea of a hidden prospectus along the lines of the hidden curriculum just never occurred to anybody in the school. Never mind; all may yet be well.

"During the course of either the first term at the School or the final term at the junior school," we read, "the Head of First Year will invite parents to visit the School for an initial meeting to discuss transfer arrangements." The first term at the new school? For an initial meeting? About transfer arrangements? I suppose that even a post-mortem on what went wrong is better than nothing.

Michael J Smith teaches in a Hampshire comprehensive school.



Review



THE ITCH TO KNOW

John Weightman on the scientific ascent of man

'The Discoverers: A History of Man's Search to Know His World and Himself. By Daniel J. Boorstin. Dent £15.00

Not, perhaps, since I pored over *The Children's Encyclopedia* more than half a century ago, between the ages of eleven and fourteen, have I enjoyed such a good and heartening read. I say this without ironic intent. Present-day children, with all the facilities of technology laid out before them, would have difficulty in imagining how exciting it was, before the advent of radio and television, to derive a general world-view from the printed page, and especially from such an optimistic and plentiful source as Arthur Mee's twelve fat volumes.

For some reason - perhaps because he is a former director of the American National Museum of History and Technology - Mr Boorstin is a survivor from the same bracing atmosphere. How pleasant to be led once more by him on a tour of the great themes: the elucidation of time, from the fumblyings of the Ancient World, which struggled with the phases of the moon and multiple, irregular calendars, to the modern universal chronometric system, capable of forecasting the movements of spacecraft to within a few seconds; the endlessly interesting saga of the speculations and explorations which led to the mapping of the globe and the creation of the "one world" of today; the effect of the telescope and the microscope, which revealed the infinitely great and the infinitely small and established correspondences between them; the charting of the inorganic and the organic, with all the drama of the atom, which ultimately contradicted its etymological designation as "indivisible," and the still continuing debate about man as animal and the mutability of the species, etc. To cover all this ground, Mr Boorstin has, of course, to make various arbitrary choices, and his mixture of intellectual exposition and biographical detail, although very palatable, may leave out ideas and individuals that some readers think paramount. But, on the whole, his heroes, the dragon-slayers of ignorance and error, are the generally accepted ones, and the story of the gradual elimination of ancient illusions was well worth retelling in this way. As he says:

"I have tried to recapture those illusions - about the earth, the continents and the seas before Columbus and Balboa, Magellan and Captain Cook, about the heavens before Copernicus and Galileo and Kepler, about the human body before Paracelsus and Vesalius and Harvey, about plants and animals before Ray and Linnaeus, Darwin and Pasteur, about the past before Petrarch and Winkelmann, Thomsen and Schlegelmann, about wealth before Adam Smith and Keynes, about the physical world and the atom before Newton and Dalton and Faraday, Clerk Maxwell and Einstein."

In thus retracing man's development over the six thousand years of recorded history, and more particularly over the five hundred since the Renaissance, he shows himself to be emphatically on the Enlightenment side of the American tradition, not on the religious side. Without being aggressively anticlerical, he just takes it for granted that the secular view of the world is the correct one. He refers to the heyday of the Catholic Church in Europe (300-1300) as a period of "scholarly arnese," and to the old, Christian, Jerusalem-centred geography as "a hodge-podge of fantasy and dogma." Counter-Reformation benightedness is quietly indicated: Mary, the Catholic Regent of Flanders, ordered the execution of all heretics, "care being only taken that the provinces were not entirely depopulated." Luther's anti-scientific bigotry, characteristic of the opposite, Protestant camp, receives similar treatment, as do the dogmas of orthodox Muslims. In the conviction that Arabic is the language both of God and of Paradise.

But Mr Boorstin himself is not a simple believer in linear progress. On the contrary, one of his constant themes is the complex intermingling, not to say interdependence, of truth and error. Illusions, fantasies and mistakes, at the same time as they have hindered development, have often accidentally stimulated it. The most obvious illustration of this is furnished by Columbus, who laboured under a misconception all his life, and yet, through the impetus it gave him, arrived at a vital half-truth. The Church, while generally opposed to scientific inquiry as a form of dangerous and sacrilegious curiosity, was nevertheless sufficiently complex to provide a haven for many key-figures, such as Copernicus and Mendel. One and the same person may be both an outstanding genius and a backward-looking

obscurantist, witness Newton, who spent so much time on his Old Testament calculations. Some technological advances have been rooted in prejudice: the development of printing was greatly helped by its usefulness to the propaganda-machines of warring religious factions, in addition to the fact that one of its immediate effects was the wide dissemination of exploded "knowledge" that just happened to be available for distribution. Further, it seems to be almost a rule of collective human psychology that any major advance should quickly harden into a pseudo-absolute that subsequent innovators have to fight against as an established orthodoxy: the Ptolemaic system, Galen's physiology, "classical" economics, etc. The list of absurdist ironies could be extended by some hundreds of instances taken from this book alone. The moral is that man's voyage of discovery has progressed and is still progressing, through very choppy seas.

As Mr Boorstin frequently reminds us, a similar paradoxical quality is to be seen in the nature of scientific knowledge itself. This knowledge is built up through the testing of hypotheses by means of reason and experiment, but what is actually discovered may run counter to the expectations of commonsense, with which reason has an initial affinity. Contrary to immediate human perceptions, the sun does not move round the earth; the earth is not a flat disc slightly curved at the edges; a brick that falls on your head, or a bullet that puts an end to your life, is only "solid matter" in certain of its manifestations; the space we occupy is not simply filled by us (whatever "us" may be: individual organisms, uncertain colonies of cells, parts of a broader whole?); it is also traversed by lines of force, still perhaps largely undetected, so that our inner map may be as full of gaps as the world map was a thousand years ago, although, of course, we are now at least all sufficiently familiar with the concept of our porousness to know that, if we swallowed a miniaturized radio-receiver, we would resound with world-broadcasts in a burst of involuntary ventriloquism; perhaps, indeed, the radio-telephones of the future will be neat little implants behind the ear. All this being so, the cumulative discovery of positivistic knowledge inevitably leads back to the pristine state of baffled wonderment, from which the inquiry first started.

Mr Boorstin suggests all this, although he may not use some of these examples. However, his sense of the aleatory, of the quirks and anomalies that have accompanied the development of knowledge, does not appear to endanger in any way his bright faith in the rightness and dependability of the forward march, as if knowledge were always and everywhere a positive good in itself. He is not troubled - or at least not in this context - by its possible amoral or immoral consequences. He does not raise the spectre of a nuclear holocaust, or of biological engineering or of any of the other terrors that the *Abdo scendi* may be preparing for us. "My focus," as he states in his introduction, "remains on man's need to know to know what is out there." The emphasis is certainly on what is *outside* human psychology, because such findings are, in the first place, morally neutral. Mr Boorstin is not so much at ease with the inner-world of the mind, as is indicated by his rather uncertain comments on Freud, including the surprisingly unscientific, and extremely debatable, remark that Freud discovered "the prehistoric past" in everybody.

Disappointingly, after some rather rapid references to the complexities of atomic physics, the book stops short, without any general conclusion, as if the telling of the story had been its own justification. So, after reading the body of the text with enjoyment, I close the volume with a distinct feeling of let-down, of rather naive avoidance, on the author's part, of one of the central issues of knowledge, which is the problem of its ultimate human status.

I can add a further thought, that has occurred to me since the days of *The Children's Encyclopedia*, and also concerns a vital epistemological question not raised by Mr Boorstin. It is an odd circumstance that the mass of effective knowledge, thanks to which the world has eventually been defined as a relatively tiny globe hanging inexplicably in the unimaginable vastness of time and space, should depend for its existence on language, an evolutionary "accident," a psycho-physiological system of symbolization, about the functioning and validity of which we still know next to nothing, since there is as yet nothing approaching a science of language as a faculty in action. In other words, knowledge depends on something that we do not understand, although we constantly find ourselves using it - a mysterious conclusion of irrational dilemma that even the positivistic non-believer is forced to accept.

Lines of resistance

by Harry Rée

SOE - Special Operations Executive. BBC1, Tuesdays, 9.25pm.
Solitary Confinement and Dungeon Democracy. By Christopher Burney. Macmillan £8.95. 0 333 35904 6. £4.95. 35901 1.

By the time the BBC series on SOE, which faithfully and in some detail traces the history of this once secret organization, viewers may well have had their fill of the Resistance. So the thought of taking on board even more facts about it by reading Christopher Burney may not appeal. However, to observe history first through a wide angle then through a telescopic lens aids perception. Possibly, in the end, it is the telescopic view which is the more penetrating.

The wide focus offered by the BBC series is impressive. The producers have made every effort to be accurate, informative and objective, as well as compelling. Yesterday's historical, though often little known, events are convincingly recalled by the (now) old people who took part in them. It must be admitted that, to compare the faces and gestures of these witnesses, filmed today in full colour, with the clips and snaps of them 40 years ago in black and white, does have a certain piquancy. But more important is the sense of seeing and listening to survivors who have no reason to conceal the truth, and many of whom can look back on their last 40 years as a kind of undeserved bonus awarded them by fate.

In the first programme entitled "Set Europe Ablaze" (September 4) the scene was set. Here we were given, not only a run-down of the training undergone by agents, but also an honest and intriguing picture of how it all started. Perhaps it was logical for Churchill to give his Minister of Economic Warfare, Dalton, the task of disrupting the continental economy, and for "Set Europe Ablaze" not really surprising that he in turn went to merchant bankers in the City of London to plant the seeds of the Special Operations Executive. What the programme in no way concealed is the series of mistakes and frustrations experienced in the early days, caused much more by rivals at home than by the enemy. Nor were the early operations all that successful; we were shown, for instance the re-enactment by two French officers of an actual operation they took part in, and which, by sheer bad luck, failed. It



Harry Rée (above) was himself on SOE's sabotage agents and survived nearly a year in occupied France. Left, Christopher Burney, photographed a week before he was dropped into France in 1942.

gave us a foretaste of the tone and quality we can expect in future programmes.

Each of the seven programmes which follow deals with sabotage and disruption in one of the occupied countries. France comes first (September 11), followed in succession by Denmark, Holland, Yugoslavia, Greece, Italy and Malaya. By focusing each programme on only a few special operations, hundreds have been left out; the first programme reminded us of this, and of the fact that Poland and Belgium had unavoidably been omitted from the list. In other programmes the early promise of honesty about exposing mistakes as well as celebrating success, is maintained. When dealing with Holland, the horrific tragedy (or from the German point of view, the brilliant coup) of the *Engelandspiel*, the England Game, is uncovered. This was when the German Security Forces, using a captured radio set and the accompanying codes, pretended that the set was being operated by a real agent they had in fact arrested and were therefore able, for months, to

lure teams of parachuted agents and tons of material into their web.

Political passions and deep differences were a feature of Resistance in Greece. These were reflected inside SOE and the Foreign Office. The film makes no attempt to conceal them, while making a feature of the destruction of the Gorgopotamos viaduct, an operation directed at the time by two British officers. The amazingly daring and successful attack is re-enacted with the two British officers themselves taking part with a group of Greek survivors.

The whole series is essentially documentary history and is as impersonal as the producers could make it. There are no "personal messages" for the viewer. Christopher Burney's two short books, published together in one volume, offer a striking contrast. Here we do have a personal message, arising from the searing experience of one exceptional human being facing, in the first book, 18 months "solitary" in a Paris prison, after being arrested as an SOE agent. In the second he has been transferred to the notorious concentration

camp of Buchenwald, which, when compared to his prison cell, was "its noisy and disgusting opposite".

Solitary Confinement stands comparison with Arthur Koestler's classic *Darkness at Noon*. If anyone wants to know what an educated and sensitive person does and thinks under these testing circumstances, it is all here. There are memorable episodes, as when Burney discovered that his palimpsest contained not just straw, but ears of corn, some of them with a few grains inside.

He started to make a little pile of the grains until it was big enough to constitute a small monthful, and ate it. Then he started again. His cell was five feet wide and ten long. He would walk up and down for an hour each day. He would set himself geographical facts to recall. Later he considers religion and finds it wanting, in no way envying the monastic life. "If solitude and frugality are the monk's portion, let him have them. I wanted the world, sinful or pure as long as there was a square meal left in it and room to kick my heels." His wandering thoughts about life and literature, art and philosophy are clearly set down and through all these meditations runs the theme of hunger so that the reader is filled not only with wonder but sympathetic admiration. It is a book which drives the reader to silence.

Dungeon Democracy is a rare book too, since few British prisoners were sent to Buchenwald and fewer still came out alive. It is rare too in that, while describing the horrors and wondering at the immunization from human compassion which seemed to affect most of the inmates, he analyses the behaviour of individuals and national groups in a penetrating way. The Russians and Czechs come out of it well; the French on the whole badly. This is perhaps surprising since Burney was not only a regular soldier but a convinced Francophile. The amazing end of the horror, from March 25, when the first intimation of relief penetrated the electrified fence until April 11 when the first Americans arrived in the afternoon, makes fascinating reading. Perhaps this is one of the most upsetting books to emerge in English from the last war. It is not great literature, but it is great reporting. Macmillan are to be congratulated for making it once more available.

Air raid

The Missing Element
Common Stock Theatre Company
As Thick As Thieves
Loki Theatre Company

Some weeks ago, Common Stock brought *The Missing Element*, its summer show for children, to a communal green midway between Queen's Park Rangers' football ground and the neighbouring White City Stadium (that rotting symbol of Olympics past). Many thousands of young people from all over London will have seen the show before it runs again in September.

In the pop-jargon of TIE, the performance I saw was just another "big" but, in the circumstances, sandwiched as it is between those two centres of mass entertainment, the White City Estate still seemed a fitting venue. Genuinely giving it their all on the burnt brown grass (the temperature was in the high seventies), the company romped with customary style through the tale which has its basis in the medieval doctrine that everything is composed of four elements - Earth, Air, Fire and Water. The missing one in Tony Coul's story is Air who has unaccountably gone AWOL from an elemental Down World to take a breather, as it were, with us upstairs. So the other three embark on a breathless rescue mission, encountering wicked duchesses and megalomaniac Rulers of the Park who alternately put the wind up them and blow hot and cold on their plans to kidnap Air back to where they say he (or she) rightly belongs. Only the gift of some of the products of the Down World - supraworldly gelt such as gold and oil - persuades the Up World buddies to quit their huffing and puffing and release Air.

Neglecting the fact that it was the school holidays, I had expected an earnest, ecological conclusion to the tale. Nothing so solemn: *The Missing Element* drew to its close amid whistle-blowing and steel-drum-hanging from the cast, and smiles and cheers from the play groups and toddlers in the audience. Pure entertainment, light as the air itself, and none the worse for that.

Into the same category fell *As Thick As Thieves*, Loki's take on the 7-12-year-olds which popped up on the terrace of the Barbican Centre as part of the Summer in the City festival. Although parts of the story were set in the school music lesson, things really took off when Loki himself, the Grand Master of Mischief and Lord of Laughter, kidnapped young Chris just as the homework was being set and transported her to Asgard, "the fantastic land of Norse myths". There, all unwares, she battled with and finally triumphed over gods and monsters before coming face to face with Odin himself.

Loki have an intense theatricality. Masks and spectacular costumes are essential ingredients in their work. Largely because of the style with which these were deployed, *As Thick As Thieves* completely held a large audience for all its 60-minute duration - and that despite the numerous other diversions offered by the Barbican Centre. And it wasn't just children. Plenty of adults were rivetted by the sub-Wagnerian goings-on in Asgard: couples stopped to watch from balconies and distant walkways and (surely I wasn't imagining things) at the back of the crowd there were even a couple of well-known RSC actors, pausing en route to the Barbican Theatre.

Hugh David

Screen test

Kenny Mathieson at the Edinburgh International Television Festival

The Edinburgh International Television Festival offers an annual opportunity for media professionals to get together and air the accumulated grievances of their profession, a task they turned up in considerable numbers to perform this year. Not content with internal criticism, Arthur Scargill was offered a platform from which to deliver his customary stinging attack on the "pure bias" purporting to be news coverage served up by both networks, having allowed current affairs some honourable successes. Alastair Heathcington's reply found the coverage to be "scrupulous" in at least trying to maintain balance and fairness, a feat which Alan Fountain (Channel 4) later argued was impossible anyway, claiming that unconscious preconceptions in reporters tended to work against the miners' interests.

The programme-makers defended their work while several speakers from the floor joined the miners' representatives in supporting the NUM's contention. What these deeply felt statements finally demonstrated was not so much the justice of Mr Scargill's case as the alarming gulf which divides the sides in all aspects of this dispute, beyond any mere argument on policy. As was pointed out, the contentious clips shown could be perceived in entirely opposite ways, and so they were, on this issue, it seems, there is one for and no against, poles which drift relentlessly apart.

Certain major issues have consistently emerged during these sessions, both in the presentation of the

ostensible subjects - the demise of investigative journalism, the role of the regions, sex and violence, light entertainment (this year's Royal Television Society debate) - and in contributions from the floor. The conference theme "can the centre hold?" clearly addresses itself to an awareness of imminent change in the way British broadcasting is structured and maintained; to the observer, however, there seemed little obvious sense of urgency in the face of any such threat. The centre appears to be holding perfectly well, with Cable TV no longer seen as a major threat, and BBC and ITN carving up the satellite broadcasting franchise between them.

Some of the non-mainstream interests were recognized in the festival scheduling, with a session devoted to Cable screenings, and another in which the non-broadcast sector celebrated their first inclusion in this event under the title "The Hidden Channel," while the ACTT Workshop movement and Trade Union TV also hosted sessions on their activities. If the duality is not yet to be usurped, there none the less remained evidence of clear concern that all is far from well within that centre. The final debate on public service broadcasting became the focus for much of this dissatisfaction, with repeated talk of declining standards, and of a lack of both the confidence and the will to challenge the stereotyping and complacency of their output, all complex issues which a forum such as this can simply raise: whether their expression will be trans-

lated into action will only be evident in the long run.

Among the genuine fears constantly expressed, perhaps censorship has loomed largest of all. The Ken Loach affair, centre of the directors' guild session and raised at others, the imminent Bright Bill, described as potentially the first step toward an eventual massive clampdown on broadcasting freedoms, the IBA's reluctance to defend controversial programmes against outside pressures, and the capitulation to ratings and market forces, rather than a commitment to excellence and daring in both current affairs and entertainment broadcasting, have all emerged as manifestations of this threat: there seems no doubt that these are issues which British television ignores at its peril. It has already missed too many significant opportunities to defend its essential imperatives.

Sir Denis Forman's MacTaggart Memorial Lectures asserted the need to look beyond simplistic monetarist doctrines in evaluating television, a point taken up in Goldcrest's refreshingly frank discussion of the financial structures of Channel 4's "First Love" film series, where the necessity to nurture talent, and to produce works of high quality has not been sacrificed to cost effectiveness. Predictably, funding has been the other main issue of the proceedings, a perennial problem which faces not only programme-makers but also the festival itself, with the form of next year's event still in doubt. Jim Henson,

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(0070)

ARTS

Good out of evil

Lynne Truss talks to Gerard Murphy about his new role in 'The Devil and the Good Lord'

Next week Jean Paul Sartre's play *The Devil and the Good Lord* opens at the Lyric, Hammersmith. Set in early sixteenth-century Germany, it is a large play in every respect: its epic proportions extend to 80 characters, it runs for about four hours, and its themes are nothing less than Good, Evil and the existence of God.

Its central quest is expressed through a single character, Goetz, who tries to impress God first by evil and then by good until he comes to the properly Sartrean conclusion that man is alone. But while Goetz demonstrates a philosophy, the role is decidedly not a cerebral one. Goetz is a soldier, a man of action, who reaches intellectual standpoints through argument and whose impulse is to do things rather than think about them. The actor who plays him, Gerard Murphy, says that he soon realized that "if Sartre had wanted to write an essay he would have written an essay. In fact he wrote a very theatrical play."

Murphy manages to make the play sound like an exciting evening's theatre. For one thing, rehearsals with John Dexter have exposed an important element of comedy. The form of



Gerard Murphy

Goetz's quest is, he says, obviously funny, and as Goetz is driven to ever greater excesses "the absurdness of his self-deception grows to enormous proportions and the theatricality of the writer's device grows ludicrous." The comedy is part of the play's overall aim of keeping the audience emotionally detached from the character. "It makes you stand back and listen to what's being said."

The actor, too, is obliged to stand back from Goetz. Murphy has found that preparation for the role has been very different from other "big" Shakespearean parts because of the detachment Sartre imposes. Like many others in the profession, he doesn't like the term "Brechtian" to be used loosely, but the requirements of the play do prompt the analogy. While Goetz's dilemmas are clearly painted, the man is not. "But one can still identify with the arguments intellectually. I don't feel at a loss because I don't know what he has for dinner."

You could hardly find a more challenging role for a young actor. Goetz is

a difficult, unsympathetic and physically demanding role in a play that has, superficially at least, a lot going against it. But Murphy thrives on variety and risk, and at just 30 he has already had wide acting experience, starting with three years at the Glasgow Citizens, where he had leading roles in *Chinichilla*, *Macbeth*, *Coriolanus* and *Woyzeck*. After that he did some television and joined the RSC, where he had considerable success as Johnny Boyle in Trevor Nunn's *Julio and the Paycock*, Frank in Barry Kyle's *The Witch of Edmonia* and Hal in Nunn's production of *Henry IV*, which opened the Barbican Theatre.

Not to stay with the RSC was a decision Murphy found easy to make. He acknowledges the advantages of being able to do interesting work for a steady wage, but he is very alert to the deadening effects security can bring an actor. "You can get into a set of tricks and get bogged down," he says. He would rather make a few well-intentioned mistakes than settle into a safe, mannered technique. Even his appearance has changed substantially for different parts: he lost three stone to play Johnny Boyle in *Julio* and put on weight for Hal. "I was trying to deconstruct Hal, and I thought a beer paunch would help. Though I think people just thought I was lazy and hadn't got into shape!"

For the new role the main requirement is to fit. "It's hard to maintain the energy. Goetz never has a rest, and as the play grows in theatrical size it takes more and more energy." There seems to be little chance of the text being shortened, either for reasons Murphy respects. "Because the play hasn't been done before in this country, because it's an important play, and because we're lucky to have a good translation, John Dexter is fairly determined not to cut it. He thinks the play ought to be given a chance."

'The Devil and the Good Lord' opens on September 13.

Literary competition

Literary Competition No 54. Report by Charybdis.

Avoiding ambiguity in the setting of competitions should, in theory, be easy: it turns out, in practice, to be curiously hard. In asking for a short dialogue between two dead authors who could never, chronologically, have met and who might be supposed to be temperamentally antagonistic to one another, I hung the idea on a scholar's recent categorical assurance that J M Barrie and R L Stevenson had never met, despite a widely-held assumption that they did - and indeed a fictional account of their doing so.

Just a glance at their respective dates (Barrie: 1860-1937. Stevenson: 1850-1894) shows that they could well, chronologically, have met. So it was not a Barrie-Stevenson dialogue that I was looking for. However, on reading the competition setting again, I can see that the way in which it was drafted could have led competitors to suppose it was. Accordingly, I did not exclude entries along these lines from consideration.

My apologies to all those other potential competitors who may have been deterred from entering by supposing the competition to be confined to this one narrow possibility.

At all events, entries were few and, on the whole, undistinguished. Fewer prizes therefore this time round. £10 to Michael J Smith, and £7.50 each to Paul Griffin and D A Prince.

Paul: I'll sue the lot of them!

Isaiah: Upset again?

Paul: Well, it's bad enough having your private correspondence included in an anthology, but now the editors are attributing someone else's treatise to me!

Isaiah: Are you certain?

Paul: Look here for goodness' sake: 'The Epistle of Paul the Apostle to the Hebrews'. I didn't write that - far too

Judeistic!

Isaiah: On what grounds do they ascribe the authorship to you then, brother?

Paul: Oh some rubbish about a computerized word-count.

Isaiah: Peace, brother, peace. It's most odd, but the very opposite has happened to me.

Paul: Oh?

Isaiah: These so-called 'higher critics' have decided in their wisdom that I cannot possibly have written a large letter of prophecy. They speak of Second Isaiah or Deutero-Isaiah - I feel quite schizophrenic.

Paul: Come and see my solicitor, Isaiah: Why bother? You're all right. Think of the royalties. You're getting more than your entitlement. As for me, I'm paid less; but Matthew extorts less under Schedule E.

Michael J Smith

Stevenson: Strange that we never met. We were at the same university - you a little after me; and we created the two greatest pirates in literature - you a little after me.

Barrie: Your implication that I am a late copy of Stevenson does not escape me. Had you forgotten my stage success? One of my plays is still running.

Stevenson: And the others?

Barrie: My life has appeared on television.

Stevenson: Curious - to write so that your life may appear on television.

Barrie: I recognize the patronizing tone from your children's verse.

Stevenson: Yet you are more real, Jim Hawkins or Wendy Darling?

Barrie: Real? What is your reality? The dated world of pre-tourist Vals ma? Lob's timeless and enchanted wood was good enough for Shakespeare, and myself; and the public.

Paul Griffin

Johnson: I hold, sir, that a man should not let himself down by speaking a language which he speaks imperfectly.

Joyce: Purrfect cats, pussy-footed in the world, have, felix, no language.

Instinct, a stinking tom cat, their current coinage. They spring words from their traps. You have your Hodge -

Johnson: A fine cat, sir, a very fine cat. But not a literary cat. Your linguistic foolery has not the currency of a cat's paw.

Joyce: In the Irish language, Doctor, we have bannistairs to the stars, to God, for every Christine. Language comes up the back stair by inspiration.

Johnson: Sir, it is no more inspiration than it is a phoenix.

Joyce: Like the Irish nation, rising from the ashes of painful lessons, *ex pro nobis*. Displaced persons, tail-spinners, head-tossers.

Johnson: You condemn yourself to hope, sir. But yet the Irish people are a fair people with their own civilization.

Joyce: Syphilization!

D A Prince

Competition No 55: 1984 Ballad. Set by Scylla.

May we have 12 or 16 lines of verse please, in traditional ballad form, for example that of *Lord Randall*. The two *Corbises* or *Sir Patrick Spens*, but an appropriate modern subject? Closing date: September 19.

Beyond anger

Black Dog - In Jemmyama. The Market Theatre, Johannesburg, at the Tricycle Theatre, Kilburn, until September 22.

Black Dog In Jemmyama is both more and less than a play. Like other productions by this company, notably *Wozza Albert!* which was acclaimed in Britain earlier this year, it represents the cooperative efforts of company members under the leadership and direction of Barney Simon. In this case the method, by which the actors contributed a good deal to the development of their characters, has led to moments of intense pain, beauty and humour, but not to a play in the conventional sense since, for the most part, the individuals remain separate, delivering monologues about their predicament, their stories only occasionally converging.

The six actors in the company - three black, two white and one "Cape Coloured" - each draw us into the lives of people affected by the Soweto uprising of 1976 when black children rebelled against being taught in Afrikaans. There are children and parents from the townships, a school caretaker, a coloured youth, a shy Afrikaans girl and a white soldier.

Against no more set than some sheets of wire netting, and with only occasional (though stirring and rhythmic) music, everything depends on the actors' ability to tell a story. Yet the effect is far from bleak as the stage is

peopled for us, by sheer force of imagination and skill, with rioting crowds, soldiers in the jungle, riot South Africans relaxing by their pool. The climax comes, not with the soldier's raid into Lesotho where he gunned down a whole family in their hut, but later at his old school's sports day when, nervous of every starting pistol, he hurls himself at the Cape Coloured boy who is mad with anger and clawing at the other side of the perimeter wire. It is well done: the tension rises as intended and the image of blind terror and fury is unforgettable, but when the earlier violence has been effectively conveyed in words only, the climax looks tacked on.

Unfortunately, the subject matter of *Black Dog* could scarcely be more timely. The programme quotes one of the actors as saying "The struggle in this country and in this play is to see through anger, guilt and ideology to some common humanity." This *Black Dog* does with strength and compassion. The Afrikaner grandmothers lovingly nursed by a black servant who threatening "Kaffirs", the soldier who belatedly recognizes that his victims are not so different from himself, the old black man who, wild with blood lust, is horrified to find himself pursuing helpless women and children - all these and many more, not least the courageous student leader himself, come vividly to life in this moving production.

Heather Nell

BOOKS

A changing image

Between the Lines. By Harriet Sergeant. Cape £8.95.

As one of the native whites, too well do I know the invisibility of the misery in South Africa. The carpet looks clean so long as you don't lift it and look underneath. But this book does more than lift the carpet - that's often been done - it sets out to discover what South Africans of all kinds think and say about their most distressful country. And there are many varieties - Black, Indian, Coloured, English, Afrikaner, even Chinese - all divided into sub-species with different points of view (eg urban Afrikaners and urban Blacks don't have quite the same angle of glance as their country cousins).

This is a brilliant and subtle book, not merely because the recreated conversations offer so many luminous insights into the frighteningly different lives that most folk are forced, and the lucky few may choose, to live in that earthly paradise or purgatory; but because its author records with honesty her own reactions, even when shameful, and the confusion of her sympathies. At one point she admits: "I muddled along by the simple device of distrusting blacks when I was with Afrikaners and hating Afrikaners when I was with blacks". But nothing's simpler: she knows how distancing oneself makes such clear and manageable generalizations easy: "Close up I understood nothing. The personal revelations were a further upset. I had planned a journey through Africa, not myself."

Her sympathies grow more complex as she sees and hears more of individual lives in the extraordinarily diverse, extraordinarily segregated yet conjunct communities that exist rather than live together in the sometime Union. Of one of her respondents - an Indian - she writes: "His truth was like a hologram. For the complete picture one had to look from the right spot. I could not find it. With each step I took I was presented with a changing image that defied sense and description."

That rather describes her book, too. The picture of South Africa that it conveys is made up of different and often apparently contradictory aperçus uttered by diverse individuals.

Here is a Black speaking: "Blacks are very jealous of anyone who does better than they do... You take the Afrikaner and the Zulu and you will

see they're more or less the same person... they both believe in grinding the helpless further into the ground... More than the Afrikaner I hate the English. They gave the Afrikaners the opportunity to do what they're doing... And here is an Afrikaner: "Apartheid rots us with guilt, you see. Blacks sense that. One whiff and they're bullying or wheedling something out of you." A Black trade unionist: "Look when you come into any black township, you're driving into the Third World. We're here to provide cheap, trouble-free labour. That's what apartheid's all about. And here is a young white conscript speaking to his father: "It's your country. And you have used up our future."

Ms Sergeant sums up: "Apartheid has always been about greed. The paternal bonhomie, the religious laws, the Homeland policy, the pass laws and Bantu education system are to enrich the white and safeguard what he already has... Every argument, every law is a further, sticky strand to ensnare a work force. Stripped of all but permitted aspirations, separated from wife and children, sent where he is required, sent back when he is not, frightened, easy to sack, the black worker is a well-packaged victim."

In the end she could stand it no longer. "I knew misery lay beyond the fence but I did not want it opposite me once a week over tea." She had become involved in helping a Black woman and found - as so often happens - that "either I had to do nothing or everything for Phoebe. It was the same for South Africa. Either one planted bombs or retired to one's garden and grew roses. There was no middle course."

But when she left, on the way to the airport, she passed one of those desolate Black tent and shack settlements that are continually being bulldozed by the police: "A few tents were gathered round a fire. It was very cold. A white boy stood apart from the silent, shivering blacks. Connaugh asked what he was doing. 'I'm a student. We're keeping a rota', he said, shyly. 'We thought if one of us is always present the police might be less brutal in the next raid'."

As Alan Paton says in his introduction: "There it all is, in that single picture - misery, compassion, violence, suffering, courage."

David Wright

PAPERBACKS

When Tigers Fight: The Story of the Sino-Japanese War, 1937-1945. By D Wilson. Penguin £2.95. A workmanlike account of the war which was of almost unbelievable cruelty and devastated large areas, partly owing to the Chinese scorched-earth tactics. Though the Japanese had previously beaten China relatively easily, final victory now eluded them, the war having become part of the Second World War. The legacy of hatred until recently prevented the renewal of Sino-Japanese relations.

The Dragon Empress. Life and Time of Tzu-hui 1835-1907. Empress Dowager of China. By M Warner. Hamish Hamilton £4.95. A fairly scholarly biography of Tzu-hui, the last important Manchu imperial figure whose actions possibly hastened the collapse of the dynasty. Internal struggles aside, from 1861 onwards she presided over the humiliating events that transformed China into a plaything of the Western powers. The failure of the Boxer rebellion (1900) sealed the doom of the Manchus who lasted but three years after her death (1908).

The Walled Kingdom. A history of China from 2000 BC to the Present. By W Riddick. Flamingo £3.95. A work as remarkable for its substance and compression, as for the fairness and sobriety of its judgments. As an introduction to the history of China and its civilization, it can hardly be improved. What strikes one is how blood and savage throughout its course this history is, down to the recent decade.

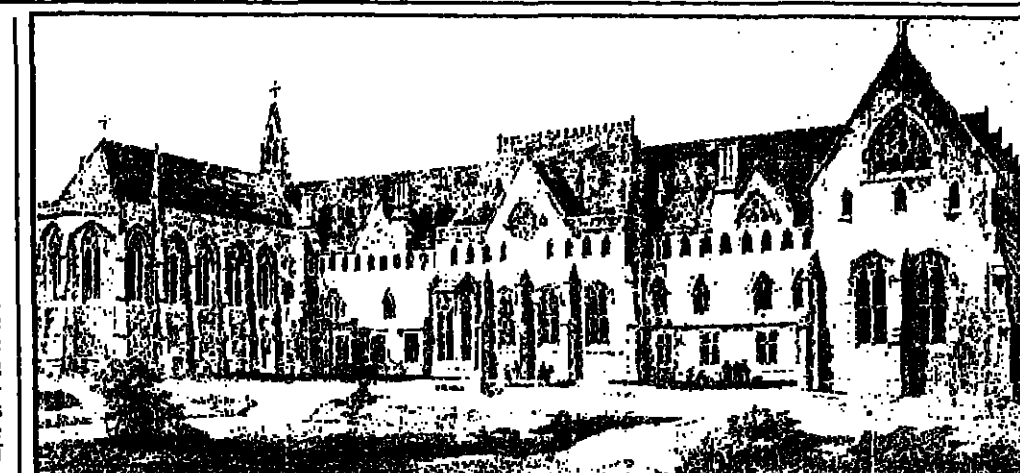
long "cultural revolution", something which its continuity tends normally to obscure.

The Wise Man from the West. Matteo Ricci and his Mission to China. By V Cronin. Pinter £2.50. An entertaining biography of the sixteenth-century Italian priest, the first European to spend his life working in China. It is based on Ricci's own account, written, after some 25 years in China, in flattering Italian. Fallen into ill-repute for doctrinal reasons, he has in recent years been increasingly well regarded, following a change in Catholic opinion.

Japan in the Passing Lane. An Insider's account of life in a Japanese Auto Factory. By S Kamata. Introduced by R Done. Unwin £2.95. A grim account of work on a Toyota assembly line, and of the behaviour of managers dedicated to profit maximization, recalling that written about Renault in 1968. Given the present interest in Japanese working methods and conditions, this work makes timely reading. The cost of the Japanese "miracle" demands assessment not only in environmental, but in human terms.

The Siege at Peking. Introduction by D Bonavia. By P Fleming. Oxford Paperbacks £3.95. An interesting story of the siege of the foreign legations in Peking in 1900, an episode in the Boxer rebellion, that last attempt by the Manchus to get rid of the hated foreigners who for so long had treated China with humiliating contempt. The failure hastened the end of the dynasty, and with it of age-old traditional China.

Pierre Watter



P C Hardwick's clergy orphan school and chapel, now St Edmund's School - from Roger Homan's *The Victorian Churches of Kent* (Phillimore & Co Ltd, Shopwyke Hall, Chichester, Sussex PO20 6BQ, £12.00).

Patchy collection

Apartheid and Education. The Education of Black South Africans. Edited by Peter Kallaway. Raven Press Ltd, Broomfield, SA. *History in Black and White. An analysis of South African school history textbooks.* Unesco. £6.00.

Survey of Race Relations in South Africa 1983. South African Institute of Race Relations. PO Box 97 Johannesburg 2000. South Africa. £12.50 surface mail £21.00 air mail.

There can be few countries in the world where education is as central to political development as it is in South Africa. What happens, or fails to happen, in relation to black schooling will profoundly affect the course of that country's history. The 1976 Soweto riots, where black fury was triggered by the relatively marginal issue of what language the township's schoolchildren should be taught in, caused a sea change in the mood of younger blacks the full consequences of which have still to be reaped.

In response the guardians of apartheid, frightened by the scale of events, began to tinker with the great

and solid structure of Separate Development, spurred on in their work by the demands of the economy for a more skilled and educated labour force.

Such developments are usefully examined by Peter Kallaway, a Cape Town academic, in his introduction to this somewhat eclectic collection of papers. The recent de Lange Commission report on educational reform, for example, is given thoughtful attention by Kallaway himself though rather more jargon-laden analysis by other contributors. Other sections of the collection, for example Deborah Gatiskell's analysis of the Girl Wayfarers' Association in the Transvaal and R Hunt Davis Jr's look at the American influence on black schooling, choose to wander down curious byways.

A real analysis of educational developments in South Africa would be invaluable at the present time, but this patchy collection of papers is far from constituting such a thing. However, the 40-page bibliography is welcome.

History in Black and White, a Unesco analysis of history texts in use in South African schools, not surprisingly discovers that, just as the authors thought, the textbooks both fit in with - and actively support - apartheid

policies. This they do in a variety of ways: by glorifying Afrikaner nationalism; by assuming black incompetence; and by denigrating communism.

None of this will come as a surprise to anyone who has as much as set foot in a South African school and breathed the air of relentless, stupefying conformism. Those who know of apartheid only by its evil reputation will find their prejudices fully reinforced by some of the rawer extracts printed here.

The 1983 *Survey of Race Relations in South Africa*, produced by the liberal South African Institute of Race Relations, provides its usual invaluable update on all aspects of the country's development. The annual survey has been produced for the last 48 years by the Institute which, despite its image in some South African quarters as a dangerously "communist" body, produces a cool and authoritative chronicle of recent events. This edition focuses closely on the introduction of the new tricameral parliament, but for those wanting a fund of statistics and information on schools, universities and technical training, there is a meaty education section.

Hilary Wilce

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Macdonald Educational

Window of opportunity

From the Shadow of the Gun. LWT, Sundays, August 26, September 2, 9, 16, 12.00-1.00pm.

Not another programme about Northern Ireland? The trouble is that, as recent events have shown, history refuses to stand still in what the majority of the British public seem to consider a stagnant backwater somewhere to the left of Liverpool, unable to free itself from the nationalistic and religious conflicts of the past; and it is precisely this attitude of "to hell with Northern Ireland" that intensifies the Loyalists' sense of abandonment and the Provisionals' determination not to let us forget entirely that we are sitting on this thorn.

In any case, this is not just "another programme about Northern Ireland". Mary Holland has set out to do something rather more risky than a potted history of the province or an "objective" report from troubled Ulster. She believes that there is a "window of opportunity" for peace and the four programmes put forward an argument in favour of this belief and an indication of how the opportunity might be taken. It is an exceptionally bold enterprise, particularly since establishing the argument means at least a glimpse at the history of Ulster, and that history is full of examples of headlong dives at "windows of opportunity" which turned out, on closer inspection, to be brick walls.

One of the main facts offered in support of the view that an opportunity, perhaps a final one, exists is the MORI opinion poll carried out in May in Britain, Northern Ireland and the Irish Republic. Results from the poll are shown in each of the four programmes and seem to indicate a shift of attitude on certain important questions, not least that of the possibility of the British Government being able to find a solution, the involvement of the Irish Republic and willingness to maintain the link between Ulster and the rest of the United Kingdom. The poll seems to indicate that the public outside Ulster is better informed about the situation there, but says nothing about its degree of interest or strength of feeling about the problem. The fact is that most people outside the province would probably welcome any solution, while in Northern Ireland itself, as one Protestant remarked grimly, the efforts of the British Government just look like an attempt "to reconcile the irreconcilable".

It is hard enough to look at the question of Ulster with hope, let alone facile optimism. The first programme examined the effects of violence on the two communities in Armagh and the results of the policy of "Ulsterization" which has reduced casualties in the British Army, but intensified bitter-

ness. Protestants suspecting their Catholic neighbours of informing on movements of UDR men to the IRA, and young Catholics being questioned in the street by men they were at school with: "they've armed one side of the community," a priest said. Murders like that of Seamus Grew and the acquittal of the policeman tried for it, suggest to Catholics that justice, too, has been "Ulsterized".

Midway through the series, the window seems to have dwindled to little more than a porch. On the one side, the Catholics, trapped in the wrong country, and Martin McGuinness: "we cannot win a united Ireland by 'politics alone'. On the other, the Protestants ("we're definitely not Irish") and Ian Paisley: "my aim in politics is to defend the Protestant ethos in Ireland". No wonder this second programme concluded that the chances of settling the problem in a purely Northern Ireland context were increasingly remote. On September 9 *From the Shadow of the Gun* will look at the involvement of the Irish Republic. I wonder if Jim Prior's successor is watching and whether he shares Mary Holland's sense of urgency or her cautious feeling of hope. If there is one message that comes clearly out of the series, it is that a simple policy of containment of violence can achieve nothing.

Robin Buss

Technical goings-on

Homes and Gardens. Cockpit Youth Theatre, until September 15.

What do Lord Baden-Powell, Pearl Carr and Teddy Johnson, John Profumo and the Duke of Edinburgh have in common? Nothing - except that, as the company sing in *Homes and Gardens*, "We've never met them". That in itself is not surprising, for Mark Bunyan's musical play concerns the ordinary goings-on at an ordinary suburban house throughout the course of this century.

What is surprising is the technical complexity of the piece. Not only are there four separate scenes, featuring

the residents of 54 Kimberley Road in 1902, 1920, 1947 and 1984, they all take place simultaneously (a cockatoo theatre for which the poster tries to prepare us: it shows a house in which Queen Victoria and Mrs Thatcher apparently have adjoining bedrooms). This leads to some marvellous set-pieces, as when all four groups, each in the back garden on a different pretext, join together to sing the same pastiche Edwardian ballad. Shades of Ayckbourn perhaps, but the whole show is shot through with equally daring and theatrically exciting moments as well as sharp observation and intelligence, all of which lift it way above the normal level of youth theatre. It must surely mark Mark Bunyan as

emergence as brand leader among composers of the large-scale musical.

Two years ago I praised the Cockpit Youth Theatre's production of his previous show, *Good Friends*. *Homes and Gardens* is another epic by the end there are 42 named characters on stage - and, if anything, rather better, a professional piece with more than occasional nods towards the plangent originality of Stephen Sondheim. All credit to the Cockpit company for having the courage to undertake it; although some individual performances could (and as the run progresses, probably will) be tightened up, the overall effect is quite stunning.

Hugh David

BOOKS

Common sense and compassion

Outrageous Acts and Everyday Rebellions. By Gloria Steinem
Cape £8.95

Today, more than 20 years on, the Women's Movement is coming in for some cool-headed reassessment; there is little room for the idealism and enthusiasm of the Sixties in the more austere climate of the Eighties, of which the Government's action in demolishing the women's Camp at Greenham Common is symptomatic.

In her collected essays, Gloria Steinem charts the progress of the movement in the USA over the last 20 years with a clarity and vigour that reflect her own energetic involvement in its life. The now celebrated account "How I Became a Playboy Bunny", tells of her penetration of the bastion of male chauvinism, the Playboy Club, under the pseudonym of Maïre Catherine Ochs. There she submitted herself to the disfigurement necessary for her transformation: the boned, zippered and "vaunted" (ie stuffed with Kleenex, dry-cleaning bags and tips) costume, the three-inch heels and false eyelashes, the bunny ears and tail ("a grapefruit-sized hemisphere of white fluff"); she learnt how to serve cocktails with the bunny "dip" and "stance", and the cardinal rules of the bunny Bible - to keep her tail bushy and her ears perked. This image of the female, servile yet sexually alert, is

different only in degree from that held by an editor of *The Ladies' Home Journal* whose opinion of his readership was such that he would hand Gloria a manuscript with the words, "Pretend you're a woman and read this".

Ms Steinem is now editor of the women's magazine 'Ms' which she co-founded in 1972, but we see her first stirrings towards consciousness and conversion, manifested at the stupefaction with which prominent politicians such as George McGovern and Nelson Rockefeller greeted the first wave of feminists on their campaigns. It flowers into a new appreciation of the female body (vital when discarding the role-based feminine identity) and finds fulfilment in the embrace of the sisterhood. From this new centre of gravity the challenge to the male system of sexual politics is laid down with the thorough-going scrutiny of a consciousness-raising session. One of the main targets is pornography or "preaching women hatred", and in a well-worked out essay she establishes that "erotica" with its connotations of love and mutuality can differentiate sex from violence and "rescue sexual pleasure". The revolutionary impact of the movement on the language is further attested: words suggesting "humiliation and conquering are countered by words expressing women's outrages, "battered women" and "sexual harassment", the paternalistic "popula-

tion control" by "reproductive freedom"; we now have "lesbianism", "jockocracy" and "homophobic". Yet encroaching conservative forces are seen as inevitable and account for the different temper of the movement in the last 10 years: successive generations of young women will have to fight anew to enforce their rights.

Gloria Steinem is not so much concerned with celebrating the pioneering achievements of the Women's Movement in the areas social and industrial legislation which have enabled women to enjoy a measure of equality with men. Equal pay for equal work has been possible in this country since 1975, women now find it easier to acquire home loans and mortgages, there are new divorce laws (although alimony and maintenance are now being revised in England) and better child minding facilities. All these changes would have been regarded as substantial 20 years ago. But her overriding concern, which reflects much of the original impulse behind the movement, is for the suffering victims of sexual cruelty and repression, for those against whom social forces are mobilised. Such is the testimony of transsexuals who willingly mutilate their bodies in order to acquire the recognition denied to them through the sex role assigned to them at birth; another victim is her mother who depended on self deceit, drugs and hospitals to counter loneliness and find self esteem. In this

moving account of her early childhood the painstaking honesty which characterises the collection is brought to a point of genuine revelation. Equally compelling are the glimpses of five prominent American women who have suffered distortions of personality as a result of male expectations: of Marilyn Monroe circling uneasily within her persona in search of self confidence; of Pat Nixon, her public face cracking just long enough to divulge repressed ambitions and disappointments. But most agonizing of all is the real-life story of Linda Lovelace, the heroine of *"Deep Throat"*, whose ordeal at the hands of her husband-manager has all the ingredients of a modern gothic horror tale. On a wider scale, but symptomatic of the same social pathology, are practices of genital mutilation - infibulation and clitoridectomy - which exist mainly among Arab and African races but which are also known to have occurred among ethnic minorities in western societies. Her indictment of these "international crimes" is now being distributed through UNICEF.

Despite her focus on these "outrageous acts", Gloria Steinem always writes with common sense and compassion. This fairmindedness makes her collected essays a convincing testimony to the finer, rather than the polemical, sensibilities of the Women's Movement.

Janet Wilson

Unusual angle

The Royal Bastards of Medieval England. By Chris Given-Wilson and Alice Curteis.
Routledge & Kegan Paul £14.95. 0 7102 0025 0.

Sex in history - as indeed anywhere else - is of perennial fascination. The very word "bastard" conjures up visions of royal stallions capering nimbly in ladies' chambers to the lascivious pleasing of lutes. But anyone who is looking for mild titillation along the lines of Guy de Maupassant's urbane and vastly amusing *Histoires d'Amour de l'Histoire de France* is in for a disappointment: this is, after all, a book about royal bastards, not royal mistresses.

The authors are anxious to be taken seriously: their style is fluent but earnest, and they stick to the facts. However, their concentration on the biographical details of individual bastards (whole chapters on some, but, oddly, only half a page on Cardinal Beaufort) reduces the book to a pageant of English medieval history seen from an unusual angle.

One is glad to have a coherent presentation of Robert of Gloucester and Geoffrey Plantagenet, who have only small speaking parts in "serious" history; also of the stories of others who never rise beyond spear-carrier elsewhere. Inevitably, however, the great disputed issues of historical interpretation are only hinted at, and the

views implied are generally traditional references to Stephen's reign as "the Anarchy" are significant in this respect.

The introductory résumé of medieval views on sex, love, marriage and illegitimacy may be useful to the layman, but the medievalist will find little new to justify an eyebrow-raising price. There is a model index but only eight pages of plates (suitable illustrations are certainly difficult) and, even more frustrating for historians, no detailed references to sources.

Something might have been made of the overall problem of attitudes to marriage and bastardy, especially as an aspect of the Church's growing social control in the Middle Ages; or the authors could have cast their net wider and brought in Manfred of Hohenstaufen and Henry of Trastámara. But on English royal bastards alone they can barely run to 169 pages of hard text, and even these are filled out by frequent statements of the obvious (eg on divorce among the nobility or on bastards' loyalty to their royal fathers).

The fact is simply that their chosen theme, which has great possibilities in fiction, is quickly played out in straight history. This book falls between two stools. It is an entertainment written in the tone (and selling for the price) of a work of scholarship: readable, mildly instructive, but finally inconsequential.

Anthony Turner

Humour and pathos

Funny men often lose their touch when they turn to autobiography: two new essays in this genre are splendidly successful. In *Growing Up* (Sidgwick and Jackson £9.95) Russell Baker writes with Dickensian humour and pathos of his poverty-stricken childhood in the Depression. From Virginia to New Jersey, and thence to fame as a columnist in Washington, his tale makes compulsive reading, both as a family chronicle and as serious social history.

George Melly's *Scouse Mouse: An Autobiography* (Weidenfeld and Nicolson £8.95) is in reality the third autobiographical book by this flamboyant author, the earlier ones being *Opening Up* (about jazz in the Fifties) and *Rum, Bum and Concertina* (about sailors and sex in the Forties). *Scouse Mouse* is a lovingly detailed account of

his affluent Liverpool childhood and of the burgeoning of his hepatic talent. Both of these books deal interestingly with school, and in particular with the clandestine activities up to which adolescents often get when their teachers aren't looking. Another recent autobiography, Hallam Tennyson's *The Haunted Mind* (Andre Deutsch £12.95), makes a useful point of comparison in this respect. Tennyson's adult life is a strange professional (and sexual) odyssey over much of the world and through a number of occupations, notably as a famine-relief worker and broadcaster, but he too includes a long and amusingly detailed section on his days at prep school (under a Latinizing flogger) and subsequently at Eton.

Michael Church

Through the tulips

The Low Maintenance Garden. By Graham Rose.
Windward £7.95. 0 7112 0330 X.

Amateurs who have always gardened by this principle will be attracted by the title. They will not be disappointed. The table of contents is well organized with such reassuring headings as Minimum Care Plants and Low Maintenance Techniques. Revolutionary concepts drawn from advanced gardening science and technology are explained and recommended as aids to the ultimate effect of natural grace.

The biggest surprise is the inclusion

of wild flowers and meadow grasses which, with a blurring of garden frontiers by tumbling cascades of climbers and ramblers, give a profuse yet delicate effect.

Designing and planning for future growth are considered, as are types of trees, with their heights and descriptions, for planting in large country gardens or town patios. Everything one needs to know is covered, the illustrations are frequently tempting, though it would help to know where some of the less well-known varieties can be bought.

Betty Todman

Bloomsbury

Deceived by Kindness. By Angela Garnett
Chatin & Windus £9.95. 0 7011 2021 1.

One might think that on the subject of Bloomsbury there is little more to be said. This short, bitter, compelling memoir, however, will influence any future assessment of this group. It is written by a child of Bloomsbury who is, in itself, anomalous: for Bloomsbury, though productive of books, art and economic theory, was notably barren of children. One exception was Vanessa Bell, Angelica Garnett's mother, whose practical and maternal skills had an attraction that helped keep this group of disparate individuals intact. As a child, growing up in this milieu, Angelica Garnett soon realized that she was part of a self-sufficient élite.

Having Virginia Woolf as your aunt might seem an undeniable advantage. But for Angelica Garnett the privileges she inherited proved debilitating, undermining her self-confidence and leaving her, as she says "emotionally incapacitated". The root cause of her malcontent was her percentage. Unlike her two brothers, Julian and Quentin, she had for a father, not Clive Bell but Duncan Grant. This Vanessa Bell chose to conceal, not only from the world at large, but also from Angelica until she reached her late teens. Even when told the truth, Angelica dared not make demands on the insolent Grant, whose "blatant serenity" allowed him to remain "ebullient, private and self-centred". Bloomsbury has often been accused of self-praise. Angelica Garnett at times goes to the other extreme, startling the reader with a chill condemnation of her forbearers. She detects in Clive Bell a cold centre, an emotional failure, "a sterility which for all his sociability and outward warmth, he could not completely conceal". She exposes the strains and silences that underlay Bloomsbury's outward homogeneity. When she is counted by one of Duncan Grant's ex-boyfriends, her parents bury their anxiety and avoid emotional confrontation. After her marriage to Garnett, Angelica discovers in herself that same capacity for masochistic self-pity that she had earlier discerned in her mother and grandmother. She eventually leaves Garnett and at the start of this narrative is found emerging from a severe depression. The book itself took seven years to write and represents for the author "an emergence from the darkness into the light". It does indeed clarify much about these troubled and incestuous relationships. But in achievement it perhaps finally suggests that human motivations can never be fully explained.

Frances Spalding

lingo

In one part of North-West London, children do something naughty but so lucky enough to escape punishment, they or their friends will say, with pre-teen chic, "That was bad!" or "That was wicked!" or even "That was crucial!" They can reinforce the comment by adding either *man* (as even mere adults can do) or, more surprisingly, *gay*. "That was crucial, gay!" And, most surprising of all, they can strengthen their words further by prefixing *well*, producing compounds unknown to their elders: "That was well-bad!" well-wicked! well-crucial!"

This amazing use of *well*-comes is handy elsewhere, too - so much so that a sick child can say "I feel well-ill!" Moreover, all these exclamations can be accompanied by appropriate gestures. The most striking is a vigorous shaking of the wrist so that the hand and fingers flap about as if being cooled after touching something hot.

There are other routines that involve both deeds and words, as when approaching a child who has just done something silly, you slap his (or her) forehead and shout "Spoon-head!"

Suppose then that you are a

CHILDREN'S LITERATURE

Just Good Friends. By Jane O'Connor.
Gollancz £6.95 0 575 03456 4
Marigold Summer. By Joanne Webster.
Hodder and Stoughton £5.95 0 340 34335 4
White Peak Farm. By Berlie Doherty.
Methuen £5.95 0 416 47020 3

(a) "Can you honestly picture your parents doing it?" Fletcher demanded of Jocelyn.

(b) "I ran away from home on Friday, 16th July, 1982 and Tarquin Adams ran away with me."

(c) "My home is on a farm in the soft folding hills of Derbyshire." Seasoned teacup watchers should have no difficulty in filling out the rest of the plots of at least two of these stories, for there is a sense in which (a) and (b) conform to familiar patterns in fiction published for adolescents.

The first, of course, is another of the ever-multiplying tribe begotten by Holden Caulfield who, if he live yet, must be 50 this year. *Catcher in the Rye* defined the patterns which, by way of Zinsser, S E Hinton, Blume and the rest, are being as vigorously reproduced as ever. Many British readers find the idiom attractive, sometimes claiming that these characters speak and think like themselves, unlike most of the people they meet in books (though "Mom gave her an affectionate swat on the can" might lead to a momentary hesitation).

There is a calculating quality about such novels ("Give 'em what they want to hear") which has prompted critical

dismissal of them as mere recipe writing. Since every adolescent has to rediscover the wheel, the ingredients do not change much: first boy-friends, first kisses, making-out parties, how-do-you-go, finding out that parents have feelings, that adults are fallible, that old people are closer to adolescents than the lot in between. These elements are all in Jane O'Connor's book.

She also works into her plot (by way of an old diary and some photographs) a way for her heroine to recognize that previous generations had indeed discovered essentially the same wheel in their time.

What marks out *Just Good Friends* as one of the better examples of the genre are the energy and wit of the dialogue and the writer's refusal to exploit the young reader's peculiar vulnerabilities. The book may be written to a recipe, and its flavour may be instantly evident; but this is not junk food, and the taste is not bland.

British counterparts in the Young Adult field are less certain of direction. There have been several turgid examinations of adolescent problems from above downwards, but *Marigold Summer* is not one of them, in part because it is often cheerfully funny.

Marigold, aged 16, "going on seventeen", is asking herself The Question: what is she doing with her life? The answer being "Sweet Nothing". She leaves her gloomy, rigid father (and he is a stock character) and hitch-hikes about Devon with the offbeat Tarquin (difficult to be on beat if that's what your author christens you). In the course of a summer idyll, they find out much about mostly kindly adults, and themselves and each other. One of the rules of British adolescent fiction tends to be that Not Much happens, (the point being that if you can only look at it the right way, Not Much is more interesting than you might think). It comes as rather an uneasy shock here that Tarquin eventually

gets shot by the lustful pursuing Piers (an escapee from Victorian penny dreadfuls) and may indeed be dying beyond the last page. That last page is otherwise disappointingly predictable, for Marigold has learned that her dad needs understanding and that "I am going to live to be better than I am".

Many adolescent readers will thoroughly enjoy following characters who seem to have problems like their own (or problems they might like to have). Neither author glamorizes adolescent apathy, alienation or dilemmas; it's the writers who imply they too know what Hell It All is who are to be mistrusted.

White Peak Farm, as its first sentence will have indicated, is another story; a series of stories, in fact, for these are quiet, carefully observed and neatly crafted accounts of a farming family's life in Derbyshire. In keeping with a current trend, and like the other two books, the narrator is a girl. Her family lives in rhythm with the land and the seasons in a tightly nested community with its quirky characters, long-lasting feuds but ultimate supportiveness. Much of the life of the stories stems from the tension between the emerging young people and the claims of both the land and a brooding patriarch of a father (not a stock character). All this is evoked with an understated typical of the conversation of the characters themselves.

The satisfactions here are for the discerning reader, intrigued by complex relationships rather than insistent action, willing to work a little at what the writer leaves unsaid. It feels as though Berlie Doherty has drawn episodes and characters from factual observation and woven them into a single family's history; not that the research sticks out in the seams, but the other-than-fiction authentically contrasts sharply with the more conventional narratives of the other two titles.

Geoff Fox

Drama in practice

Drama Workshop Series. Upheavals 333 360 575; Scapagoats 360 559; Friends and Neighbours 360 540; Masks and Faces 360 567. By D. Garrett. Macmillan £1.75 each

The four books in the Macmillan Drama Workshop series, each contain four plays which are thematically linked. They're written for performance by 11 to 13 year olds in drama lessons and clubs, and each book contains suggestions on staging techniques and approaches to characterization. The plays depict social themes so there's scope for follow-up discussion and written work after each performance.

Upheavals examines how people's lives are affected by external situations. The first play, Tony Rumball's *A Straight Choice*, is the only one in the book to be set in the present. It portrays how vested interest influences decision making in a town planning context. War is an obvious example of upheaval, and two plays in the book are set during the Second World War. Both illustrate fear. Evacuees by recreating the isolation suffered by an evacuee as he adapts to living in the country, and *Alligence or Betrayal* by exploring the worries of a conquered people. Set in the Channel Islands during the German occupation it

shows how war erodes trust and friendship. Upheaval caused by a physical disaster is depicted in *Flood Tide*, and its large cast includes resident and rescue service roles.

The second book in the series, *Scapagoats*, portrays characters who are alienated for being different from the crowd. The generation gap is investigated in *On Your Knees*, while Ann Lister's *The Pendle Witches* illustrates how sixteenth century society ostracised those they labelled witches, often making them scapegoats for community misfortunes.

The other two plays are by Michael Maynard. *Don't by a Durr* shows how a handicapped child becomes the victim of cruel bullying, but the play ends happily: the victim becomes class hero when he wins a chess championship. Maynard's other play, *Scapagoat*, takes a futuristic look at racism. Earthings have moved to live on planet Zartus but the Zartians object to their presence. Eventually they destroy the Earthings.

As its title suggests, the third book, *Friends and Neighbours*, portrays friendship and neighbourhood issues. Conflict between neighbours is the theme of the first play *Listen to the Pin Drop*, while the second, *I Could Wring her Neck*, depicts teenage friendships. *Hands Off*, by Marianne Cook, looks

at how villagers attempt to prevent the drowning of their valley. Moving scenes such as an old couple's attempt to defy the drowning plan by barricading themselves in their home interweave with the humour.

There is a direct link between the third play in *Friends and Neighbours* and the third play in *Masks and Faces*. Both are written by Michael Maynard and they trace the history of Alan, a persistent liar who feels trapped in a web of hypocrisy. Though he learns the importance of telling the truth, he feels circumstances conspire to prevent him from doing so.

The other three plays in *Masks and Faces* are concerned with clothes and uniforms. *Am I What I Wear?* portrays the importance of fashion in teenagers' eyes, while Bryony Lavery's *Uniform and Uniformed* shows how uniforms dominate people's lives. By the final play, *Numerical Man*, uniform has become uniformly and the loss of identity is complete. Futuristic people with numbers instead of names automatically respond to the commands of a faceless Voice. But one character escapes the Shangri-la of Rainbow Town where he can choose his name.

Iola Smith

Cause and effect

Drama: The Practice of Freedom. By Stuart Bennett.
National Association for the Teaching of Drama £2.25 946573 0 18

This pamphlet by Stuart Bennett, based on the third NATD Annual Lecture, is the latest in an interesting series. The two previous lectures were by Dorothy Heathcote and Gavin Bolton, both of whom work in what Bennett calls "mainstream drama". His own background is in theatre-in-education, so it is not surprising that the section on the work of TIE teams is the most interesting part of his rather hurried account of the growth of educational drama.

Bennett describes how TIE companies, responding to the social and economic changes going on around them, discovered that even young

children are capable of political thinking. In his view, TIE teams challenged conventional knowledge and assumptions while drama teachers seemed content to explore social problems and find ways of coping with them.

Bennett is concerned about the "unstated but implied" values and assumptions which underlie "teacher-controlled" drama. If the activity is what he calls "teacher-centred" he claims there is a form of direction by omission taking place.

Instead of aiming at "drama for understanding", Bennett proposes what he calls a "perfect pedagogy" in which: "The class knows that society constantly hides the real significance of events. They... use drama method to focus a problem... to problematise it to see who or what is responsible. The teacher does not know the answer, but uses drama and

theatre method to open up an investigation of cause and effect."

For Bennett, the need is for commitment, open, questioning pedagogy in teaching through drama and theatre. But if, as teachers, we are to be "in control of the learning but not controlling the content", it will be necessary not only to have an awareness of the values which inevitably colour our teaching, but to possess considerable teaching skills. He does not deal with these complex skills, but they are implicit in the kinds of excellent practice he recommends. The "open question" may be the beginning of the search for truth which Bennett advocates, but it is idealistic to suppose that nothing further is needed if we are to avoid what he calls "wrong answers".

Cecily O'Neill



David and his mother are baking cakes one day when a witch tries to steal them. David outwits her and she is so angry that she does a rain dance. Margaret Mahy's happy story is complemented by Jenny Williams' pictures. (The Witch in the Cherry Tree, Dent £4.95)

Private language

Dorothy Heathcote's Collected Writings on Education and Drama. Edited by Liz Johnson and Cecily O'Neill.
Hutchinson £6.95. 0 09 149261 0.

Dorothy Heathcote is a drama teacher of international repute. This publication brings together 16 of her papers written since 1967. Most of these have been published previously, but often in out-of-the-way journals and periodicals. The last piece was written specially for this volume.

All reveal the workings of a highly schematic mind: Heathcote enjoys reducing classroom experience to abstract categories. Understandably, in a volume of this kind, there is considerable repetition; the focus is narrow and sustained. Heathcote is sharper than most in her analysis of classroom situations, but she relies too heavily on a private language she has developed over the last three decades. This sense of parochialism is heightened by her habit of hinting at the existence of critics and detractors, whom she refuses to name and whose arguments she fails to discuss in detail. Heathcote is also weak in her analysis of the need for an informational input to improvisatory drama. Her position is still circumscribed by the liberal, progressive credo: "start from where the child is." It is a dangerous credo when attempting to tackle issues of contemporary curriculum concern. Racism and sexism, for example, are systems of belief, behaviour and institutional practice from which pupils can only be liberated by the transmission of facts and the construction of alternative conceptual frameworks. Heathcote has presumably seen the inadequacy of her own pedagogy in this area, since she nowhere attempts to tackle, other than by analogy, controversial issues of this kind.

She does have a good deal to say, however, on the future of educational drama in the context of a rapidly changing society. Moreover, her own retrospective notes, added as a postscript to the volume, represent a useful overview of her current thinking. In providing the opportunity for a serious reappraisal of contribution to educational thought, the editors of her collected writings have performed a valuable task.

Jon Nixon

Games in the Primary School

Second edition
R M Lenel

To take into account modern developments in certain games (notably in hockey) and in equipment, and in order to keep the book abreast of current thinking, revisions have been made to some sections of this well-known text. The first half of the book reviews the psychological considerations which should guide the teacher in choosing both material and methods for the games lesson, the second half details progressions of lead-up games and skills practices suitable for children of primary school age which will form a basis for netball, basketball, shinty, hockey, football, tennis, volleyball, rounders, cricket, stool-ball, dodge-ball and running games.

0 340 35964 1 illus Paperback £3.95

Also of interest

Indoor Games and Activities

A comprehensive guide to the teaching of games skills to pupils of seven to thirteen years.

Allison L Parratt
0 340 32400 7 illus Paperback £3.95

Teachers are invited to write for inspection copies, stating school address.

Hodder & Stoughton

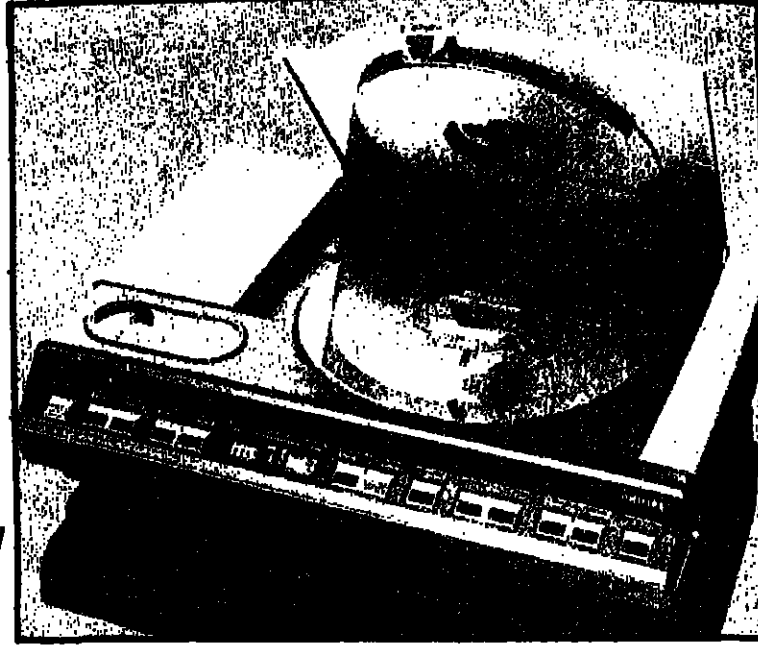
Dept E461, FREEPOST, Mill Road, Dunton Green, Sevenoaks, Kent TN13 1YY

RESOURCES



Sound and sight

Anne Grimshaw on how the videodisc might be used in music lessons



A videodisc music series has just been announced by the University of Delaware to be launched in the USA in the autumn and, it is hoped, will also be available in England in the not too distant future. This project has taken three years to develop and has been aided by a grant from the National Endowment for the Humanities, a non-profit-making and federally supported organization. The set consists of four two-sided discs and is suitable for individual, group and classroom instruction. It is aimed at senior pupils, students and adults.

Superficially a videodisc looks rather like a shiny, rainbow-flashing gramophone record, but there the similarity ends for, unlike a record, a videodisc is not susceptible to finger marks, scratching, warping and other damage, although, of course, it is advisable to treat it kindly.

Without going into too much technical detail, the disc is "played" by the laser beam directed onto its surface which, to the human eye, is flat and smooth, but in reality under its protective coating, is pitted with indentations, the pattern of which, when subjected to the laser is reflected to a beam splitter, then via a photovoltaic

device, is emitted as an FM signal, amplified and received as high fidelity stereo sound reproduction and its "pictures" replayed with potentially high resolution on a television receiver.

The tremendous advantages of this technology over conventional media are the high storage content of visuals and audio, and the ability to extract any visual or sound element accurately from its random access memory almost instantaneously.

As with a gramophone record, both sides of a videodisc are playable. There are three "grooves" which hold information; one for visuals and two for sound. The visuals can be either half an hour of motion pictures or 50,000 slides, or a combination of these. The two sound "grooves" can, for instance, have sound tracks in different languages recorded separately to accompany the video of an opera - one in English and one in the opera's original language.

The random access memory allows items to be pinpointed and moved in ultra slow motion, a frame at a time, to illustrate, for example, the position of an instrumentalist's hands to show fingering technique of individual notes.

The Delaware videodisc set covers the Classical and Romantic periods (1750-1900) and is accompanied by a printed anthology including copies of scores, illustrations used on the discs and guidelines for exploiting the discs to the full.

From this 150 year period are ten works of various types performed in concert style. These include: *Symphonic and Chamber Music* (Haydn's *Symphony No 94* 2nd Movement and Mozart's *Quintet for Clarinet and Strings K 581* 1st Movement); *Orchestral Programme Music* (Berlioz's *Symphonie Fantastique* 5th Movement; Gregorian Chant - *Dies Irae*; Debussy's *L'Après-midi d'un Foin*); *Vocal/Choral Music* of Loewe, Schubert and Brahms; *Opera* (Selected scenes from Puccini's *La Bohème*); *Keyboard works* (*Rantasia in G Minor* by K P E Bach, Beethoven's *Piano Sonata Op 13* 3rd Movement, Chopin's *Polonaise Op 53*).

Videodiscs combine with flexibility and versatility the advantages of traditional media (films, records, slides, tapes etc) in one to give new and creative aspects not possible before, eg analysed scores which scroll across the screen simultaneously with the sound.

track. The disc can be stopped at any one moment for explanations of interpretation, phrasing etc. Some of the works also employ a colour coded form analysis over the score to illustrate such points as exposition, development and recapitulation of themes.

Other uses of colour coding are in music appreciation, especially for non-musicians to explain clearly the formal structures of a work by highlighting, with colour coded graphics, form, measures and phrases.

Music literature, history, development of instruments etc can be illustrated by the use of slides on the discs which help make comparisons of, for instance, performances using old instruments and the same piece played on modern instruments.

The freeze frame facility is perhaps one of the videodisc's greatest assets in that it can be used to analyse, fraction by fraction, the techniques of, for instance, bowing of stringed instruments, embouchure for wind instruments, fingering of keyboards, breathing and phrasing of singing. The random access memory makes comparison with other frames on the disc almost immediate - no tedious rewinding of tapes or film and jumping back

and forth to find the exact spot or haphazard dropping of a stylus on a record to pick out relevant points.

The two sound tracks also provide a unique approach to studying opera when, for example, the disc can be played using the student's own language first in order to gain familiarity and a basic understanding of the plot, arias, emotions and so on before watching and listening to the opera in the beauty of its original language.

It is even possible to interface with a microcomputer and run a complete presentation automatically.

It would appear that this new American enterprise offers quite revolutionary new concepts in teaching music which have only been made possible through the development of videodisc technology. Perhaps there may be additions to the series in the future if it lives up to expectations and as a teaching medium it certainly has tremendous potentialities for arousing and maintaining students' interest.

Office of Computer-Based Instruction, Videodisc Music Series, Academy and Main Street, University of Delaware, Newark, Delaware, USA 19716. Price: \$295 pre-publication September 30, 1984.

Body on file

Jackie Hardie on a comprehensive set of drawings of the human body

The Human Body on File
By the Diagram Group
£69.00; £35.20 to members of the Library Association
Library Association Publishing, 7 Ridgmount Street, London WC1 7AB.

In some schools, biology is taught as a rigorous, scientific discipline and in others it is a descriptive study, but regardless of the approach to the subject, clear diagrams of the ideal structure of an organism or component are always needed. Teachers may duplicate their own drawings for their pupils and, as time is always short, may give them something that is far from perfect. A solution is to photocopy published diagrams, but teachers then come face to face with the copyright law. The American Library Association acknowledges this and has overcome it by making available a collection of "copyright free" drawings.

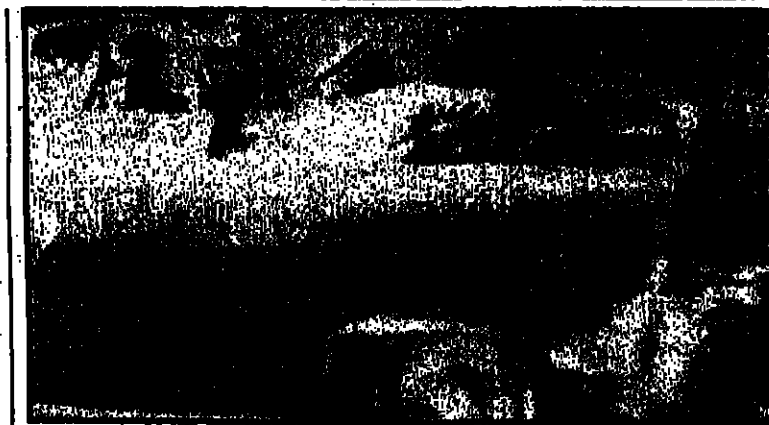
"The Human Body on File" features drawings of human anatomy, catalogued into 13 chapters embracing all the major body systems. There are 300 double sided pages of heavy stock paper in the loose leaf file. It is easy to find what you want in the comprehensive index. Every time anything is identified on a drawing, it is entered in the index and even the tiniest or most significant part, for example the humerus of the nail receives mention. In fact, the index has more than 25,000 entries. It is claimed that the black and white line drawings were drawn by specialist artists under the supervision of a team of medical academics. The drawings are very accurate and there is no shading to distract from their clarity. A major omission is that neither the scale, nor magnification, are given, and this is a problem when looking at

drawings like those of the human embryo or the ear's cochlea and trying to estimate their real size.

The file can be used as a reference atlas on the human body; each of the different sections on the major systems is introduced by an outline figure locating its position and a page of text describing its features. These lead into main sequences of drawings illustrating each system in detail, for instance, the part on the urinary system includes various sections of the kidney, detail of the hilus, anatomy of a nephron, its blood supply and histology, the renal corpuscle, ureter anatomy, detail of the bladder and its musculature. As each of the 300 pages can be removed, the file's main use would be as a source of images for copying. All the plates are of the same size and there are no words on the drawings, only numbers. Captions and keys are positioned below the plates.

By cutting off the text, the photocopies can be used as test items or as parts of an examination paper. As there are no annotations, the diagrams can be used with classes pursuing a variety of courses. The human skeleton could be used with all abilities from year one to seven. Some diagrams, like the distribution of sacral nerves or the venous sinuses of the brain are more suited to medical courses, but the vast majority could be used in any course where a knowledge of the human body is needed.

The barrier to the file's adoption could be the price. In these days of financial stringency, £69.00 on a book of drawings will account for a significant part of a department's budget. But if the cost per drawing is taken into account (about seven pence each) and the teacher time and frustration it could save, then it is a good investment and an ideal purchase for the school library.



By the evidence

by Jessica Saraga

The Bermuda Triangle
0 907586 09-0
The Assassination of President Kennedy
0 907586 10-4
Wars since 1945
0 907586 11-2
Tressell Publications, 139 Carden Avenue, Brighton, Sussex
90p, £1.00, £1.00.

Tressell are by now well-known, loved and used by teachers who appreciate their evidence-based approach, their carefully selected material and the highly competitive prices which co-operative publishing can produce.

The Bermuda Triangle, an exercise in the problems of evidence, could cause some fun and games. The Bermuda Triangle has caught the popular imagination in a big way, and people know, don't they, that funny things happen in that part of the Caribbean.

Showing the evidence to be very sparse and highly suspect isn't going to change the minds of the kind of classroom thinkers we've all come across who'll follow every step of an argument from A to B to C and then refuse to conclude D, just like Achilles' tortoise. But it will provoke the

interest and maybe convince a few.

Unlike the Bermuda Triangle the assassination of President Kennedy really is a mystery, and one that's not likely to be solved while there are apparently still powerful interests opposed to revealing the truth. All the different suggestions about who these interests could be, and what the motivation was for the assassination are set out in this booklet with admirable clarity, as is the whole range of conflicting and puzzling evidence relating to the case. It's a fascinating study, the more so perhaps, because there's apparently no way of ever getting to the truth. The last word is left with Jack Ruby, dying murderer of the suspected assassin. "The world will never know the true facts of what occurred."

Wars Since 1945 is an addition to the World Studies list which is concerned with contemporary conflict. This booklet deals with recent wars' origins in colonialism, de-colonialism and the unequal distribution of resources. It makes a dispassionate attempt to sum up the thinking of the two superpowers which seems to lead them to get involved wherever conflict occurs. This should be a useful tool, and stimulus in current affairs.

notes

FILM DIRECTORY
A directory of films on environmental issues has been published by the Council for Environment Conservation. It gives the titles and brief description of each film. Headings include Amphibians and Reptiles, Birds, British Isles, Built Environment and Heritage, Fish and Geology. The directory points out where a video is also available. Available from the Council for Environmental Conservation, Zoological Gardens, Regent's Park, London NW1 4RY.

LEGO TECHNIC 2
Following the success of their Lego Technic 1 for primary schools which was introduced about two years ago, Lego are planning to introduce another set - Lego Technic 2 - which will be suitable for nine year olds and older. The new Lego package will carry the ideas of the previous set further and deal with motors and transmissions. It will be launched in January. Lego UK Ltd, Education Department, Ruffin Road, Wrexham, Clwyd, LL13 7TQ.

GLASSWARE
J Bibby Science Products have brought out a new range of products designed to obviate the need for excessive pressure to be applied to glassware. This is in order to reduce the risk of breakages and cuts from broken glass. The new range includes new connectors which, they say, enable rubber and plastic tubing to be connected easily and safely without excessive pressure. More information from J Bibby Science Products Ltd, Stone, Staffordshire ST15 0SA.

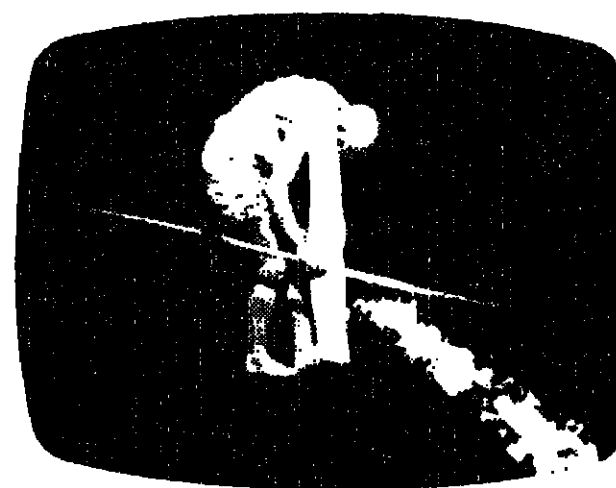
FEW CHANNELS WOULD DARE SHOW ONE OF THESE, LET ALONE ALL OF THEM.



Wednesday 5th September. *Gloriana*.
The English National Opera Company with their recent triumph in America; Benjamin Britten's spectacular opera about Queen Elizabeth I.



Wednesday 12th September. *Punch & Judy*.
Harrison Birtwhistle's opera of desire and aggression, directed by David Freeman and described as "a vivid and violent post-Freudian melodrama".



Wednesday 19th September. *Satyagraha*.
The first chance for British audiences to see Stuttgart Opera's controversial production of Philip Glass's hypnotic opera based on Gandhi's life and legacy of non-violence.



Wednesdays 26th September, 3rd/10th/17th October.
Silent Film Classics: Lillian Gish in 'The Wind'; King Vidor's 'Show People'; Griffith's 'Broken Blossoms'; Garbo in 'A Woman of Affairs'.



Wednesday 24th October. *La Cenerentola*.
Rossini's enchanting opera of Cinderella sensitively filmed by Jean-Pierre Ponnelle, starring the delicious Frederica von Stade.



Wednesday 31st October. *Baryshnikov* by Tharp.
Three pieces choreographed by Twyla Tharp for Mikhail Baryshnikov and his American Dance Theatre, climaxing in Sinatra Suite, a setting of Sinatra's greatest songs.



Wednesday 14th November. *West*.
Stephen Berkoff has adapted his highly successful play *West*, a contemporary epic about London gangs in mock-Shakespearean conflict, with dazzling video effects.



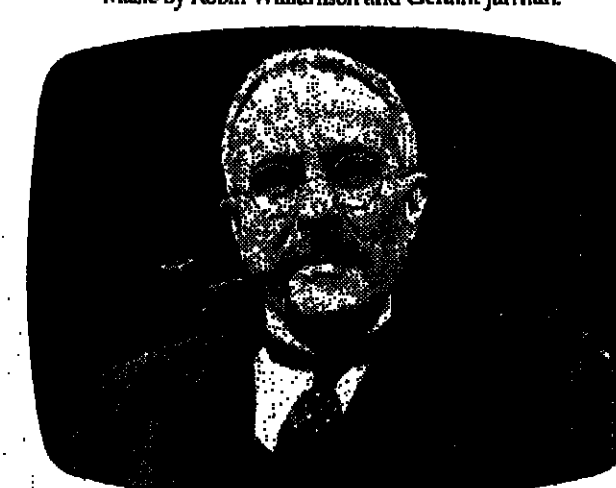
Wednesday 21st November. *The Mabinogi*.
A filmed pageant of Welsh Pre-Arthurian legends, set in Caernarvon Castle, featuring dancers, actors and local people. Music by Robin Williamson and Gerald Jarnman.



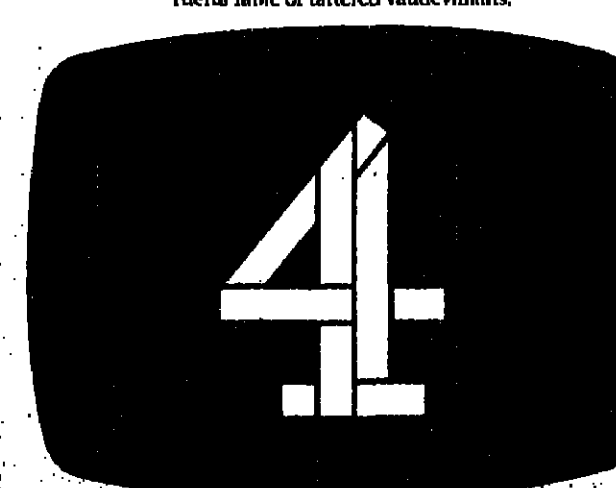
Wednesday 28th November. *Starwashed*.
The surreal cabaret and fringe theatre group "The People Show" appear with guest star Julie Covington, in a rueful fable of tattered vaudevillians.



Wednesday 5th December. *Puccini*.
Tony Palmer's controversial film, starring Robert Stephens and Virginia McKenna, sees facts about Puccini's marriage against extracts from *Turandot*.



Wednesday 12th December. *Kipling*.
Alec McCowen as Rudyard Kipling in Brian Clark's 'Challenging play, initiated by Channel 4. A triumph at London's Mermaid, it opens on Broadway shortly.



Our Autumn Arts season brings you the best of theatre, film and dance. Enough, surely, to please everyone some of the time. Performance, 9.00pm Wednesdays.

RESOURCES/SOFTWARE

Siting an Aluminium Plant
By M. Thomson and D. Ellis
Notes plus Apple disk; or notes plus disc or cassette for BBC, RML 380Z or Commodore PET
Longman Group Limited, Longman House, Burnt Mill, Harlow, Essex SS14 3PL plus VAT

Longman's aluminium plant simulation is listed as a Chemistry unit, but could in fact serve equally well in Geography, Environmental Science or Economics courses since it comprises an exclusively economic model which can be interpreted from various viewpoints. The model itself is quite sophisticated, incorporating raw material costs, processing and transport costs, plant construction and operating costs, loan repayments, interest charges and inflation. Variables are selected through a simple menu-driven routine, and then used to simulate the balance sheet of the aluminium smelting company over a ten year period based on user-selected aluminium production volumes. The output is a clear and comprehensive financial statement without graphic support.

This unit admirably fulfils most of the requirements of an effective educational simulation, striking a very reasonable balance between realistic complexity and student interpretability. Each component of the model is fully specified in the supporting notes, so that modifications of the inputs can be based on logical decisions. Moreover, within the limitations of available time, it is usually possible to vary one input at a time, thus permitting the effect of a single variable to be assessed.

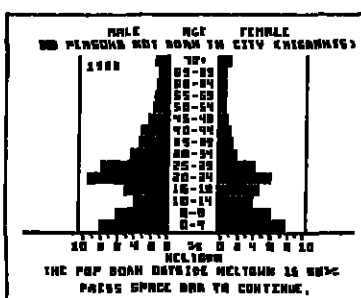
Apart from the fact that the authors have been unable to resist silly annotations at the end of each decimal assessment ("Congratulations - you have been promoted" etc), this is a serious and worthwhile exercise.

Despite this favourable impression,



Sites and cities

M J Clarke on simulations for geography, chemistry and economics



Screen picture from "Developing Cities".

It must be pointed out that the program has almost nothing to do with siting. Locational and environmental factors can be ignored entirely without influencing the outcome except in as far as they operate through construction costs. Indeed, so overwhelming is the dominance of power sources (hydro spells riches, oil spells bankruptcy) that this locational factor can mask the more subtle effects of other controls. Like all good simulations, this model demands some concentration in order to release its potential, but effort is amply rewarded once the quirks of the situation have been assimilated.

Developing Cities
by Andrea Tapsfield
Thomas Nelson and Sons Ltd, Nelson House, Mayfield Road, Walton-on-Thames, Surrey KT1 5PL.
Disc and notes for BBC (Model B) or RML 380Z microcomputer.
£23.50 plus VAT.

Like their real-world counterparts, these developing cities are not all that they might seem to be at first glance. In fact the software package comprises three quite separate simulations, one dealing essentially with rural-urban migration decisions and the other two

with population structures only some of which are city-related. The mixed identity of the unit is exacerbated by an apparently very broad target ability range, the decision-making program being extremely limited in content and potential application whilst the two population models are capable of considerably more fruitful development.

In many ways the introductory rural-urban migration simulation belongs to an altogether earlier generation of computer games, relying on simple decision trees to provide a limited series of possible outcomes from a series of decisions. The author claims a wide range of educational objectives for this program, but since it is a largely random simulation in which the logic of the decision has no noticeable impact on the outcome, it serves mainly to emphasise the frustration of the Third World migrant's inability to control his own destiny.

The two population structure modules are significantly more interesting. Both are based on the manipulation of population (age-sex) pyramids under varying specifications of birth and death rate. One version concentrates on national statistics, comparing the population development predictions for four different developing countries.

The second version focuses on the population structure of a single national city, and adds in—and out-migration to the factors implicit in the first model. Since all the variables are known and under the control of the student, the simulation has the ability: both to enlighten and to train. Program operation is nicely error-trapped, though it is necessary in the early stages to refer to a printed check-list of option commands. Graphics are neat and operation satisfyingly rapid. In both versions, it is possible to create new files using any available age-sex data set. These simulations offer a very reasonable basis for classroom demonstration or small-group enquiry-based activities.

Crystal gazing

by John Bald

Flowers of Crystal
4MAT Educational Software, Linden Lea, Rock Park, Barnstaple, Devon.
For BBC B, Disk
£17.65 + VAT
Cassette £16 + VAT

Blids are "ugly, slimy, worm-like creatures which live in deep burrows beneath the ground." In alliance with Mr. Grubble Bubble, an unscrupulous manufacturer of bubble-gum, they menace the existence of the people of the planet Crystal. Only a chemical produced by the roots of the Crystal Flower has ever kept them in check, and by now most of these flowers have been picked by tourists. The planet is doomed unless you, a benevolent visitor from earth, can locate four magic items hidden by the wise Rumala and bring about the regeneration of the flowers.

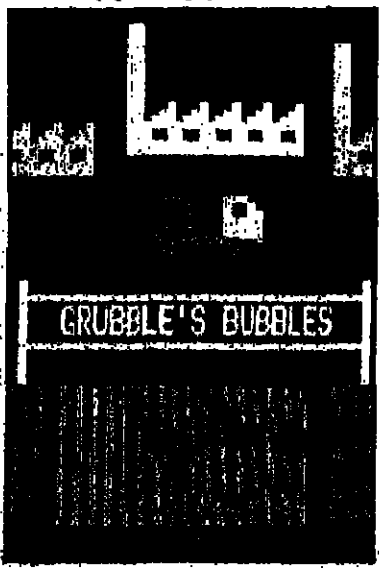
If this sounds like computerised Roald Dahl, it more or less is, give or take a chocolate factory. Children like Roald Dahl because he appeals to their sense of justice and morality as well as sharing their sense of humour, and they will like this program for the same reasons. Adult opinion in this context is almost superfluous. A colleague's thirteen-year-old sister pronounced *Flowers of Crystal* "fantastic" and demanded it for Christmas.

The program is splendidly difficult to complete, success depending on tenacity, not repeating mistakes and to a

large extent sheer luck. Even cribbing from the teacher's book is no guarantee of success, although it is of some help in avoiding the attentions of Grubble's Grabbers, the Pouncer and the Bird of Doom. The graphics are excellent, with only the occasional hint of Space Invaders, and do a great deal to sustain interest amid the program's slings and arrows.

Its use in school is more problematic. Three teachers have contributed suggestions on classroom organisation to the handbook, and the program gives children a lot to think about and to discuss. There are opportunities for further work on topics ranging from pollution to map-making, and plenty of ideas for reading and writing stories.

On the other hand, the program demands a lot of classroom time, and there is rather less urgency in the second half than in the first. Teachers would need to consider its effects on the curriculum with some care, and can expect some interesting but frustrating preparatory work. Nevertheless, *Flowers of Crystal* is an inventive program which provides a good illustration of the capacities of the computer, particularly in its graphics. Children, I suspect, are less likely to agonise over its curricular implications than simply to enjoy it.



TIMETABLING

on a 380Z or BBC+ TORCH DISC PACK

can save time and improve the quality of your timetable.

Stand for details of school administration programs to TIMETABLE SYSTEMS, 39 Somerset Road, Frome, Somerset. Tel: 0373-63749

Maths board

by Mike Thorne

Mathematics With a Micro: Vol 1
BBC on disc or cassette
Heinemann Educational
£19.50

The use of the computer in school as an electronic blackboard has not taken off. It's not just the problem of getting 20 or 30 children seated so that they can see the school's 14 inch television monitor screen—though that is a much easier organisational task in the primary school than in secondary schools. There just isn't much commercially available software which is easy to use and, more important, easy to adapt to a particular teacher's own style and purpose.

Michael Bawtree's *Mathematics with a Micro* is one commercial package which attempts to fill this need for the BBC Microcomputer. You get a tape or disc containing the programs and a 70 page A4 booklet. For each of the 30 programs there is a complete listing of the program and notes on how to modify that program. The assumption that the teacher can program might be reasonable for secondary mathematics specialists but not for their primary equivalent. On the other hand, most of the programs in the package are more secondary than primary so perhaps this is just a slight aberration.

Traditionally, most of the programs are also better than the first program which gives practice in telling the time and does nothing that couldn't be done with a real clock. I particularly liked the one on coordinates where the class has to find its way round an island choosing the shortest possible route and there are a couple of nice programs on linear programming, though I'd want to modify them before using them. The other topics covered include bar chart, dice, bases, circle geometry, trigonometric ratios and graph plotting.

The ultimate in electronic blackboard software would be modifiable by a non-programmer teacher and would be robust enough to avoid problems during tricky classroom situations, these 30 humble programs are a good start.

Volume 2 is now available containing 31 programs for use at A level.

bits

MICROSPECIAL

In March this year three leading directors from Heinemann resigned in order to form their own company, Hill MacGibbon to "concentrate on software for home computers, with particular emphasis on education". Since that date little has been heard of the three: Alan Hill (formerly Managing Director of the Heinemann Group), Hamish MacGibbon (ex-Managing Director of Heinemann Educational Books) and Roy Davey (Heinemann's Marketing Director). Now they have emerged with a major software package which was launched by Princess Anne and Kenneth Baker, Information Technology Minister this week. Called *Microspecial* it is aimed at special education.

This huge project is designed, say the company, "to prepare teenagers with moderate learning difficulties for adult life". It consists of 25 discs, handbooks, plus video, audio and printed material. It costs £250 per set. The software was produced by the Scottish Microelectronics Development Programme and the package is published jointly by Hill MacGibbon and William Collins.

Hill MacGibbon's policy thereafter will be to produce "games of high entertainment value in themselves, which have an underlying educational content". Along with *Microspecial* they have announced two Adventure Games for training, they say, "in imaginative decision making and mapping skills". In October five more games will be published, followed by four sports simulation programs.

COMPUTERS IN THE CURRICULUM

The Computers in the Curriculum Project based at Chelsea College currently publish about fifty titles in all major subjects, and they have another 130 under development.

A series of programs to accompany the Schools Television series "Science Topics" will be published very soon. It is hoped that the evaluation of the use of TV programmes and software together

might give some idea of how schools will eventually cope with interactive video.

Also under development are six programs to accompany revision of the Nuffield A level Physics syllabus. Described as the first software to combine with a standard A-level course, they will include a modelling simulation program which will allow teachers to produce their own models suitable for the age and educational level of their class.

TEMPERATURE SIMULATION

Acornsoft have recently announced two new programs. "Temperature Control Simulation" is written for O and A level biology students and models the physical state of a cyclist. The simulation allows the student to control changing air temperature, exercise rate and sweating efficiency and to monitor their effect on body and skin temperature, heat radiation sweat loss, vasodilation and shivering rates.

"The Examiner" is a "template" program to allow teacher and parents to make up their own multiple choice test quickly. Both programs cost £9.95 on cassette and are available from Acorn dealers or by mail order from Vector Marketing, London Road, Denington Estate, Wellesborough, Northants NN8 2RL.

BUSINESS SIMULATION

Unilever Education Section has produced a business simulation program for schools and colleges based on a training game used for its own management courses. The program which can be used with the BBC Model B microcomputer is available on disc. The simulation takes the form of a game in which players decide strategy. It can be used, say Unilever, as a first introduction to business for students of any subject discipline or to support theoretical studies in economics, business studies and related subjects. It can last from five to eight hours, involve any number of players from eight to 40 and be played over anything from four to 20 teaching periods, say the company.

The program is called UNISIM. It is available through Unilever Education Section, PO Box 68, Unilever House, London EC4R 4BQ and costs £35.

MEDIA



John Huntley visits Acton Scott Working Farm Museum to see the farming methods of 100 years ago

People in time

Hugh David on two new 'living history' series

Time ... To Time
ITV, Fridays, 4.50pm
The Blood of the British
Channel 4, Thursdays, 10.55pm from September 13.

It is a pity the schedules could not have been synchronized, for the last part of *Time ... To Time* would make a perfect introduction to Channel Four's ambitious archaeology series, *The Blood of the British*. Certainly for younger viewers, the 10 to 12-year-olds for whom *Time ... To Time* is intended. As an epilogue to Granada Television's "Living History" series, presenter John Huntley devotes the programme to discovering how an archaeologist obtains his information. He visits a Roman dig at Wigan and then confronts the expert with a contemporary sitting room and asks what can be deduced from it about our own civilization.

The idea is typical of the style and wit with which *Time ... To Time* has been produced. Setting out to show how shops, streets, medicine and other aspects of life have changed in just the last one hundred years, it also has the laudable secondary aim of demonstrat-

ing that museums can be interesting and entertaining places. (For a long time, in fact, "The Museum Trail" was the series' working title.)

The first programme looked at farming in the late nineteenth century. Filmed at Acton Scott Working Farm Museum in Shropshire (with the hope of encouraging children to go and see for themselves, every museum the series visits is given an on-screen mention), it was lively, engrossing and immensely informative. There were black-and-white photographs of Victorian farm labourers at work, and then beautifully directed sequences in which their tasks were analysed. A blacksmith (more accurately, he said, he should be referred to as a farrier) shoed a horse, a wheelwright demonstrated his craft, a saddler stitched a saddle, and most fascinating of all, a twentieth-century dairymaid made half a pound of butter with original nineteenth-century implements.

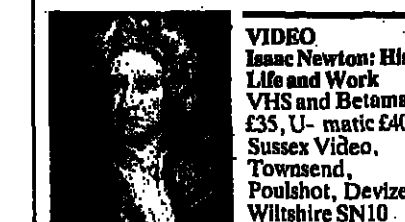
The concentration on detail made for compulsive viewing; far more than battles or dates, one felt, those very ordinary processes were the stuff of history. This view is echoed by a professor interviewed in the first episode of *The Blood of the British*.

Standing on a Stone Age site, he advises us to forget all about periods, tribes and invasions: despite everything, he says, "it's the same people wandering about the landscape. The only things that change are the people they pay their taxes to".

That is the message of the series which looks at the way in which increasingly sophisticated archaeological techniques are altering our view of the early history of the British Isles. Visiting sites all over this country and abroad, Dr Catherine Hills of Cambridge University persuasively argues that we should forget all about periods and instead look at a continuous development running from the Stone Age to the arrival of the Normans, and at the ways in which this is still reflected in the contemporary landscape.

Intelligent, beautifully filmed and provocative, *The Blood of the British* is an example of Channel Four at its best. It is demanding viewing, intentionally educational but bravely not scheduled in any minority "ghetto slot". (Sixth form teachers and colleges will also please try to ignore that the series is included in the Channel Four copying scheme.)

Laws of the universe



This first video production by Imperial College TV Studios comes with excellent credentials. The College has a prestigious History of Science Department with a reputation for Newtonian studies and an engaging young presenter in Dr Schaffer, who seems comb and short shirt button in a thoroughly modern academic manner. Equally modern is his approach to Newton's ideas, which he places firmly in the context of contemporary thought. Few young people may realize that despite Newton's dedication to scientific method and virtual invention of the scientific paper, he was a dedicated Anglican, intent on finding the hand of God in all the mechanisms of the universe. Descartes had seen the natural world as a series of the laws

properties matter and motion. Newton not only added the concept of force, but believed it was a divine manifestation. This belief led him to a 20-year pursuit of alchemy, seeking the vital force in which crucible, and may also have given him lead or mercury poisoning.

Newton's career was crowned by the Glorious Revolution of 1688. His particular brand of Protestant mathematical physics was seen to be a ratification of the new Orange regime. Between them they were responsible for much of the Augustan rationalism of the eighteenth century.

The video itself is divided into two parts, the first biographical, the second dealing with Newton's thought and work. This is the first mistake, as even Newton's mother could not have thought he led a particularly interesting life. His biography is a chronicle of career steps and scientific advances which derive entirely from his work, and some repetition could have been avoided by making them both a continuous narrative. The most interesting section may arrive too late to rescue attention.

Worse still is a failure to make any serious distinction between the video format and a talking book. With only two locations and six moving shots, you are unlikely to impress a generation used to the extravagant delights of Superman and pop videos. No camera operator is credited, which is not surprising given the rapidity of the scenes. There is also some disturbing variation in sound levels and a wholly superfluous introduction.

There are many ways to have entertained the production which do not entail high costs. It would have been more entertaining to recreate one of Newton's experiments rather than just relying on stills from books. In the event, the video settles into a slide lecture, where it seemed most comfortable and most effective.

The accompanying teachers' booklet is also cheaply produced, with a good sprinkling of mistakes. It encourages a standard of preliminary and follow-up study at a far higher level than the video itself. The bibliography would be adequate for a special subject degree course. It exemplifies skills wasted. **Judith Milzoff**

briefings

radio & tv

For schools
(pre-term recording week)

RELIGIOUS EDUCATION

(Monday-Friday, 11.00 VHF4)
"Religion in the Community" is a five part series surveying the practice of different religions in Britain today. 13 to 16 year olds are introduced to Hindu, Jewish, Muslim and Sikh communities as well as the variety of forms of Christianity.

MAKE UP YOUR MIND

(Monday-Friday 11.20 VHF4)
Teenagers listen to evidence for and against topics, including genetic engineering and the risks of nuclear power, before being asked to make up their minds.

LISTENING TO MUSIC 1

(Monday-Friday, 11.40 VHF4)
A series aiming to introduce 11 to 13 year olds to some popular orchestral works. Two programmes are devoted to each piece, allowing time to develop the background. Composers are: Smetana, Mussorgsky, Vaughan Williams, Haydn and Greig.

SALUT LES JEUNES

(Monday-Wednesday, 14.00 VHF4)
Resource programmes at two closely controlled levels, the second using the same theme but a slightly faster delivery. Sketches are followed by questions demanding a pupil response. Most useful with 11 to 14s.

A-LEVEL ENGLISH
(Monday-Friday, 14.30 VHF4)
A five-part analysis of Hamlet, including a discussion on Hamlet's roles and a detailed study of the scene between Hamlet and Ophelia (Act III Scene I).

LA PAROLE AUX JEUNES
(Thursday-Friday, 14.00 VHF4)
Especially useful with 13 to 15 year olds, these programmes are in modular form with actually recordings, questions and answers, word games and short dramatizations.

Continuing education

EXCUSE MY FRENCH
(Sunday, 18.30 BBC1)
Joe Brown continues to learn French in the Basque country, aided by French actress, Agnès Gattegno.

THE RISE AND FALL OF KING COTTON
(Wednesday, 19.15 BBC2)
The second in a series on the rise and fall of the cotton industry. "Women and Children First" looks at Arkwright, the first mills and the use of cheap labour.

SCOTLAND'S STORY
(Wednesday, Thursday, 20.00 C4)
The history of the formation of an independent Scotland up to the union with England in 1603 and the joint parliament of 1707 is followed by a review of Scotland's progress into the twentieth century.

THE BLOOD OF THE BRITISH
(Thursday, 22.55 C4)
An eight part series tracing the ancestry of the British people from an archaeological point of view.

THE ENGLISH PROGRAMME

13-18 YEARS

Mondays 10.32-10.57 Wednesdays 10.21-10.46

CLASS READERS



DRAMATISED SCENE FROM THE FRIENDS BY ROSA GUY

These new programmes introduce pupils to some of the pleasures and interests to be found in five books already used as Class Readers in many schools.

The Friends by Rosa Guy (September 17, 19)
Friedrich by Hans Peter Richter (September 24, 26)
Late Night on Watling Street by Bill Naughton* (October 1, 3)
Come to Mecca by Farukh Dhoondy* (October 8, 10)
It's My Life by Robert Leeson (October 15, 17, 22, 24)

*These programmes concentrate on one representative short story from each of the two collections: "Seeing a Beauty Queen Home" by Bill Naughton and "Salt on a Snake's Tail" by Farukh Dhoondy. The programmes emphasise teenage experience in very different times and places - Harlem, Nazi Germany, 1950s Lancashire, India and Brick Lane in the East End of London. The authors have all been involved in the production of the programmes. Also in *The English Programme* this school year (1984/85): Units on: *Understanding Television*; *Identities* (four plays); 1984; *Sex Equality*; *Language 2*. For further information write to: Schools Information Office, Thames Television, 149 Tottenham Court Road, London W1P 9LL.

INDEPENDENT TELEVISION FOR SCHOOLS & COLLEGES

4 Television Programme Recording

Titles Available for Week Commencing Sunday 9 Sept 1984.

Monday September 10
18.00 Well Being: To Bed, Perchance To Sleep fee code B
Wednesday September 12
18.30 Splash: Safety In Water fee code B
22.30 Diverse Reports fee code B
Thursday September 13
22.30 Blood of the British: The Past Is Not Another Place fee code B
Friday September 14
18.00 Trax Trax fee code A
20.00 A Week In Politics fee code B
22.30 Food For Thought: Diet and Health fee code Z
*Please note that the code Z - Zero rating - is the registration fee only payable on these titles. For more information contact TV Recording Licence Dept, GUILD LEARNING, Guild House Peterborough PE2 9PZ. Telephone (0730) 63122.

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Please address classified advertisements to:
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Nursery Education

Headships

DURHAM COUNTY COUNCIL

Applications are invited from teachers with training and experience in nursery education for the following headships:
AINSWORTH NURSERY SCHOOL
47 Aikman Road, W10
Roll 42 ft and 20 pt. Vacant now. Burnham group 1 plus Inner London allowance.

BALHAM NURSERY SCHOOL
72 Endlesham Road, SW12
Roll 26 ft and 40 pt. Vacant now. Burnham group 1 plus Inner London allowance.

MAXILLA NURSERY SCHOOL
4 Maxilla Walk (Off Kingsdown Close), W10 6NQ
Vacant now. This nursery school forms part of the Maxilla Nursery Centre. The Centre also contains day care facilities and a parents' drop-in centre which are run by the Westbury Nursery Association. The nursery school element provides accommodation for 50 full-time pupils. The head of the school will be a member of the ILEA's permanent teaching staff and take full responsibility for the school, working closely with the co-ordinator of the under 3s unit in jointly managing the Centre. Burnham group 1 plus Inner London allowance plus additional special responsibility allowance, currently £372 pa.

SHERBORNE NURSERY SCHOOL
Priestly House, Athlone Street, Kentish Town, NW5
Roll 40. Vacant now. Burnham group 1 plus Inner London allowance.

Please send footscep for application form and further details to Education Officer, EOT/1810, County Hall, London SE1 7PB. Closing date for the return of completed forms 21 September.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER (100026)

Other Appointments

BRENT LONDON BOROUGH OF BRENT

EDUCATION COMMITTEE
WITTON CHURCH WALK CE SPECIAL AGREEMENT PRIMARY SCHOOL
London N6 4DG
Roll: 31, Social Priority
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London Allowance of £987 payable. Application forms and further details from the Education Officer, County Offices, Watling Street, Chesham, Cheshire. Closing date 21st September 1984. (100026)

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HARINGEY

Progress with Humanity
St. Michael's C.E. J.M. & I. SCHOOL
South Road, Haringey, London N4 4DG
Tel: (01) 440 7441
Required for January 1985 for this 36 place nursery, a nursery trained and/or nursery experienced teacher. Further details available from the Head Teacher Mr. R.N. Price.
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Teachers (Scales 1 and 2)

Two teachers with experience in early childhood education are required in January 1985 to work mainly with children aged 3-5 in a newly established family centre which is opening shortly adjacent to the Broomhill First School on Broomhill Lane, Mansfield. One post will be on Scale 2 and one will be on Scale 1. Further details and application forms may be obtained from the Director of Education (Ref: S.26) at County Hall.

Closing date: 21st September, 1984.

Nottinghamshire County Council
County Hall West Bridgford
Nottingham NG7 7BN

HEADTEACHERS

REQUIRED JANUARY 1985.

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools.

LEXDOWN COUNTY PRIMARY SCHOOL (Group 5), Trefalgar Road, Colchester.

LATON GREEN PRIMARY SCHOOL (Group 5 plus L.F.A. £258 pa), Riddings Lane, Harlow.

BURRISVILLE COUNTY INFANTS SCHOOL (Group 4), Craigfield Avenue, Clacton-on-Sea.

WYBURN COUNTY PRIMARY SCHOOL (Group 4), Nevron Road, Rayleigh.

Closing date for the above three posts: 28th September, 1984.

BENYON COUNTY PRIMARY SCHOOL (Group 4 plus L.F.A. £258 pa and S.P.A. £278 pa), West Road, South Ockendon.

GT. TEY C. OF E. (CONTROLLED) PRIMARY SCHOOL (Group 2), Chirlemund Way, Great Tey, Colchester.

Closing date for the above two posts: 21st September, 1984.

LAYER-DE-LAY-HAYE C. OF E. (CONTROLLED) PRIMARY SCHOOL (Group 3), Main Road, Layer-de-la-Haye, Colchester.

Closing date for the above post: 28th September, 1984.

PRIMARY HEADSHIPS

continued

Inner London Education Authority

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the following headships:

GLOUCESTER (I) SCHOOL
DANIEL GARDENS (SUMNER ROAD), SE15 6ER
Roll 210 plus 14 1/2 and 16 pft nursery. Vacant now. Burnham group 4 plus inner London allowance.

HILL MEAD (JM) SCHOOL
HILL MEAD DRIVE, SW9 8QJ
Roll 135. Vacant now. Burnham group 4 plus inner London allowance plus £201/276 social priority allowance. The Burnham (Triennial) review is due to take place on 1 April 1985. Whilst it is not yet possible to give a definite forecast of the group in which this school will be placed on that date preliminary calculations indicate that it may rise one group above its present group. The successful candidate can only be appointed to the Burnham group applicable to the school on the day she/he takes up the headship appointment.

HUGH MYDDELTON (JM) SCHOOL
MYDDELTON STREET, EC1 1JY
Roll 120. Vacant now. Burnham group 4 plus inner London allowance. The Burnham (Triennial) review is due to take place on 1 April 1985. Whilst it is not yet possible to give a definite forecast of the group in which this school will be placed on that date preliminary calculations indicate that it may rise one group above its present group. The successful candidate can only be appointed to the Burnham group applicable to the school on the day she/he takes up the headship appointment.

MIDDLE PARK (I) SCHOOL
GREGORY CRESCENT (MIDDLE PARK AVENUE, ELTHAM PALACE ROAD), SE9 8RX
Roll 225 plus 60 pft nursery. Vacant 1 January 1985. Burnham group 4 plus inner London allowance.

STEBON (JM&I) SCHOOL
BURDETT ESTATE, ST PAUL'S WAY, E14 7AD
Roll 262 plus 25 1/2 nursery. Vacant now. Burnham group 4 plus inner London allowance. The Burnham (Triennial) review is due to take place on 1 April 1985. Whilst it is not yet possible to give a definite forecast of the group in which this school will be placed on that date preliminary calculations indicate that it may rise one group above its present group. The successful candidate can only be appointed to the Burnham group applicable to the school on the day she/he takes up the headship appointment.

WILBERFORCE (JM) SCHOOL
HERRIES STREET, W10 4LE
Roll 188. Vacant now. Burnham group 4 plus inner London allowance plus £201/276 social priority allowance.

WOOLMORE (JM&I) SCHOOL
BULLIVANT STREET (EAST INDIA DOCK ROAD, NEAR ALL SAINTS CHURCH), E14 0ER
Roll 103 plus 25 pft nursery. Vacant now. Burnham group 2 plus inner London allowance plus £201/276 social priority allowance. The Burnham (Triennial) review is due to take place on 1 April 1985. Whilst it is not yet possible to give a definite forecast of the group in which this school will be placed on that date preliminary calculations indicate that it may rise one group above its present group. The successful candidate can only be appointed to the Burnham group applicable to the school on the day she/he takes up the headship appointment.

HOLY TRINITY CE (JM&I) SCHOOL
HARTLAND ROAD, (ENT. CLARENCE WAY), NW1.
Tel: 01-287 0771
Applications are invited for the headship of this school which will become vacant on 1 January 1985. Roll 80 and rising. Burnham group 2 plus inner London allowance. Controlled Christian preferred. Multi-ethnic population. Visits welcomed.

OUR LADY OF THE ASSUMPTION RC (I) SCHOOL
BONNER ROAD, BETHNAL GREEN, E2 8JY
Applications are invited from suitably qualified and experienced teachers for the headship of this school. This post becomes vacant on 1 September 1984 on the resignation of the headmistress. Roll 140. Burnham group 3 plus inner London allowance. Applications should be from practising Catholics who hold the Catholic Teacher's Certificate. Nursery class for 30 pupils to be built and extensions to be made within the building itself by 1985.

OUR LADY OF THE SACRED HEART RC (JM&I) SCHOOL
EDEN GROVE (HOLLOWS ROAD), N7 8EN
Roll 283. Required for January 1985 a headteacher for this Burnham group 5 (plus inner London allowance). Voluntary Aided RC JM&I school.
The governors invite applications from suitably qualified teachers. Application form and further details from Rev. A. Tubb, Chairman of Governors, Sacred Heart Church, 62 Eden Grove, Holloway, London N7 8EN (see please). Closing date 21 September 1984.

ST. FRANCIS CABBINI RC (JM&I) SCHOOL
FOREST HILL ROAD, SE23 3LE. Tel: 01-899 8882
Applications are invited from suitably qualified and experienced teachers for the headship of this school which is vacant now following the retirement of the former headteacher. Roll 262. Burnham group 5 plus inner London allowance. Applications should be from practising Catholics and hold the Catholic Teacher's Certificate.
Application forms and further details are available from the Correspondent at the school, to whom completed forms should be returned by 21 September 1984. Please telephone the school to arrange a visit.

ST. JOSEPH'S RC (JM&I) SCHOOL
HIGHLIGHT HILL, N19 5NE
Roll 430. Applications are invited from practising Roman Catholics for the post of headteacher required for January 1985. Burnham group 6 plus inner London allowance.
Application forms and further details are available from the Correspondent at the school, to whom completed forms should be returned by 21 September 1984. Please telephone the school to arrange a visit.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

BUCKINGHAMSHIRE COUNTY COUNCIL
AKLEY C E FIRST SCHOOL
The Akley, Akley, Buckingham
Applications are invited from suitably qualified and experienced teachers for the headship of this school for January 1985.
Present roll: 43 pupils aged 5-11.
Group: 1
Assistance with removal expenses is given in approved cases.
Application form and further details are available from the Education Officer, Education Office, Exchange Street, Aylesbury, Bucks. HP8 1JU.
CLOSING DATE: 21st September 1984. (08492) 110010

BUCKINGHAMSHIRE COUNTY COUNCIL
SHERINGTON CE FIRST SCHOOL
Sherington, Newport Pagnell, Bucks. MK16
HEADSHIP GROUP 3
Applications are invited for the headship of this school for January 1985. The school is situated in the pleasant village of Sherington, 10 miles outside the city of Milton Keynes. The post will be available from 1 January 1985 following the retirement of the present headteacher. The school caters for the 5 to 8 age range. 25 pupils on roll.
Assistance with removal expenses and removal expenses may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, Milton Keynes Area Education Office, Wolverton House, Stratford Road, Wolverton, Milton Keynes MK12 5NY on receipt of a foolscap envelope. (05735) 110010

BUCKINGHAMSHIRE COUNTY COUNCIL
ADDINGTON C.E. FIRST SCHOOL (VOLUNTARY AIDED)
Upper Church Street, Cuddington, Aylesbury, Bucks.
Applications are invited from suitably qualified and experienced teachers for the headship of this school for January 1985.
Present roll: 44 pupils
Group: 1
Assistance with removal expenses is given in approved cases.
This is a re-advertisement. Applications will be considered automatically by re-consideration.
Application form and further details (a.s.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP8 1JU.
Closing Date: 21st September 1984. (06270) 110010

HAMPSHIRE COUNTY COUNCIL
NORTHAMPTON FIRST SCHOOL
Required for January 1985. Group 2
S.A.E. for further details to Area Education Officer (SW/PH), Portsmouth Town Hall, Portsmouth PO1 4XG. Closing date 24th September 1984. (09303) 110010

Elmgrove First School
Kenmore Avenue, Kenton, Harrow, Middlesex. HA3 8LU
Tel: 01-907 0292
Head Teacher (Group 5)
A Headteacher is required for 1st January, 1985 for this First School (5-8 years) with nursery class.
Application forms from and to be returned to: London Borough of Harrow, Education Office, PO Box 22, Civic Centre, Harrow, Middlesex. Tel: 01-883 5611, Ext. 2736. Closing date Monday 17th September, 1984. Please enclose stamped addressed envelope.

Marlborough First & Middle School (Re-advertisement)
Marlborough Hill, Harrow HA1 1UJ
Tel: 01-427 3087
Head Teacher (Group 6)
Required for January 1985 Headteacher of this Group 6 First and Middle School aged 5-12 years. Previous applicants need not re-apply. Application forms from and to be returned to London Borough of Harrow, P.O. Box 22, Civic Centre, Harrow, Middlesex. HA1 2JU. Tel: 01-883 5611, Ext. 2736. Closing date Monday 17th September, 1984. Please enclose a stamped addressed envelope.

Cambridgeshire County Council
ST. JOHN'S (C) PRIMARY SCHOOL
Church Street, Stanground, Peterborough PE3 8JG
RE-ADVERTISEMENT
PREVIOUS APPLICANTS WILL BE RECONSIDERED
REQUIRED FOR JANUARY, 1985 OR AS SOON AS POSSIBLE
ABLE TO RE-APPLY: Applications are invited from suitably qualified and experienced teachers for the headship of this school for January 1985. The school is situated in the pleasant village of Stanground, 10 miles outside the city of Peterborough. The post will be available from 1 January 1985 following the retirement of the present headteacher. The school caters for the 5 to 8 age range. 25 pupils on roll.
Assistance with removal expenses and removal expenses may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, Milton Keynes Area Education Office, Wolverton House, Stratford Road, Wolverton, Milton Keynes MK12 5NY on receipt of a foolscap envelope. (05735) 110010

Harrow Education
an equal opportunity employer

LONDON BOROUGH OF CROYDON
Invite applications for the following

HEADSHIP
ST JOSEPH'S R.C. (VOLUNTARY AIDED) JUNIOR MIXED SCHOOL (GROUP 5)
Tenable: 1st January 1985, following the retirement of the present Head Teacher
Salary: Head Teacher (Group 5) £11,457-£12,672 plus London Area Allowance of £845
Reasonable removal expenses will be reimbursed (details on request)

The person appointed shall be a practising member of the Roman Catholic faith, and hold the Catholic Teaching Certificate.
Application forms and further details obtainable from: Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon, CR9 1TP. Tel: 01-888 4433 Ext. 2808.
Completed application forms should be returned by 29 September 1984 to the Chairman of the Governors, Rev. R. Duggan, The Presbytery, 143 Central Hill, Upper Norwood, London SE18.

CAMBRIDGESHIRE COUNTY COUNCIL
HUNTINGDON AREA
HARTFORD INFANTS
Mayfield Crescent, Hartford, Huntingdon, Cambs.
Applications are invited for the headship of this school for January 1985.
Present roll: 44 pupils
Group: 1
Assistance with removal expenses is given in approved cases.
This is a re-advertisement. Applications will be considered automatically by re-consideration.
Application form and further details (a.s.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP8 1JU.
Closing Date: 21st September 1984. (06270) 110010

London Borough of Croydon

Invite applications for the following headships

Tenable 1st January 1985

Baumont J.M.I. School
(Group 3)
Salary Head Teacher (Group 3) £9,948-£10,974
Plus London area allowance of £845.

Davidson J.M. School
(Group 4)
Salary Head Teacher (Group 4) £10,572-£11,784
Plus London area allowance of £845

Ridgeway J.M. School
(Group 5)
Salary Head teacher (Group 5) £11,457-£12,672
Plus London area allowance of £845.

St. Joseph's R.C. (JM&I) School
(Group 6)
Salary Head Teacher (Group 6) £11,457-£12,672
Plus London area allowance of £845.

Wattenden J.M.I. School
(Group 3)
Salary Head Teacher (Group 3) £9,948-£10,974
Plus London area allowance of £845.

Cypress Infants School
(Group 4)
Salary Head Teacher (Group 4) £10,572-£11,784
Plus London area allowance of £845.

Duppas J.M. School
(Group 4)
Salary Head Teacher (Group 4) £10,572-£11,784
Plus London area allowance of £845.

Wattenden J.M.I. School
(Group 3)
Salary Head Teacher (Group 3) £9,948-£10,974
Plus London area allowance of £845.

St. Joseph's R.C. (JM&I) School
(Group 6)
Salary Head Teacher (Group 6) £11,457-£12,672
Plus London area allowance of £845.

Wattenden J.M.I. School
(Group 3)
Salary Head Teacher (Group 3) £9,948-£10,974
Plus London area allowance of £845.

St. Joseph's R.C. (JM&I) School
(Group 6)
Salary Head Teacher (Group 6) £11,457-£12,672
Plus London area allowance of £845.

Wattenden J.M.I. School
(Group 3)
Salary Head Teacher (Group 3) £9,948-£10,974
Plus London area allowance of £845.

St. Joseph's R.C. (JM&I) School
(Group 6)
Salary Head Teacher (Group 6) £11,457-£12,672
Plus London area allowance of £845.

Wattenden J.M.I. School
(Group 3)
Salary Head Teacher (Group 3) £9,948-£10,974
Plus London area allowance of £845.

PRIMARY HEADSHIPS

continued

CUMBRIA COUNTY COUNCIL
SHARP C OF E PRIMARY SCHOOL
(Voluntary Aided mixed 4-11 years) Group 5 (108) 61X
Applications are invited for the headship of this school for January 1985. The school is situated in the pleasant village of Sharp, 10 miles outside the city of Carlisle. The post will be available from 1 January 1985 following the retirement of the present headteacher. The school caters for the 4 to 11 age range. 108 pupils on roll.
Assistance with removal expenses and removal expenses may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, Education Office, Exchange Street, Aylesbury, Bucks. HP8 1JU.
CLOSING DATE: 21st September 1984. (08492) 110010

CUMBRIA COUNTY COUNCIL
SHARP C OF E PRIMARY SCHOOL
(Voluntary Aided mixed 4-11 years) Group 5 (108) 61X
Applications are invited for the headship of this school for January 1985. The school is situated in the pleasant village of Sharp, 10 miles outside the city of Carlisle. The post will be available from 1 January 1985 following the retirement of the present headteacher. The school caters for the 4 to 11 age range. 108 pupils on roll.
Assistance with removal expenses and removal expenses may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, Education Office, Exchange Street, Aylesbury, Bucks. HP8 1JU.
CLOSING DATE: 21st September 1984. (08492) 110010

LIVERPOOL EDUCATION COMMITTEE
HEAD TEACHER Group 5
£11,457-£12,672 (pay award pending)
COLWELL CP. JM. SCHOOL (PD + SP)
Colwell Road, Liverpool L14 8XZ
Required for 1 January 1985. Application forms obtainable (SAE) from the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 8BJ. Please quote P & M 448 (a). To be returned by 17 September 1984.

HEAD TEACHER Group 2
£9,504-£10,536 (pay award pending)
EAST PRESCOT ROAD NURSERY SCHOOL
East Prescott Road, Liverpool L14 1PW
Required for 1 January 1985. Application forms obtainable (SAE) from the Director of Education, Teaching Staff Section, 14 Sir Thomas Street, Liverpool L1 8BJ. Please quote P & M 445 (a). To be returned by 17 September 1984.

HEAD TEACHER Group 4
£10,572-£11,784 (pay award pending)
SACRED HEART RC. JM. SCHOOL (EPA + SP)
Hill Lane, Liverpool L7 8TQ
Required for 1 January 1985. Application forms obtainable (SAE) from Father O'Sullivan, c/o Sacred Heart Presbytery, 2 Hill Lane, Liverpool 7. Please quote P & M 444 (a). To be returned by 17 September 1984.

HEAD TEACHER Group 5
£11,457-£12,672 (pay award pending)
ST. MATTHEW'S RC. JM. SCHOOL
Queens Drive, Liverpool L4 8UE
Required for 1 January 1985. Application forms obtainable (SAE) from Father Frayne, c/o St. Matthew's Presbytery, Townsend Avenue, Liverpool L13 9DL. Please quote P & M 454 (a). To be returned by 17 September 1984.

HEAD TEACHER Group 5
£11,457-£12,672 (pay award pending)
ST. OSWALD'S RC. JM. SCHOOL
Montague Road, Liverpool L13 5TE
Required for 1 January 1985. Application forms obtainable (SAE) from Father Flynn, c/o St. Oswald's Presbytery, Old Swan, Liverpool L13 6SB. Please quote P & M 453 (a). To be returned by 17 September 1984.

HEAD TEACHER Group 5
£11,457-£12,672 (pay award pending)
FRIARY RC. INFANTS SCHOOL (EPA + SP)
Butle Street, Liverpool L5 3LA
Required for 1 January 1985. Re-advertisement - previous applicants will be automatically re-considered. Application forms obtainable (SAE) from Mr. J. Owen, Chairman of the Governors, c/o The Friary, Butle Street, Liverpool 5. Please quote P & M 416 (a). To be returned by 17 September 1984.

HEAD TEACHER Group 4
£10,572-£11,784 (pay award pending)
ST. PATRICK'S RC. INFANTS SCHOOL (EPA + SP)
Upper Hill Street, Liverpool L8 5RA
Required for 1 January 1985. Re-advertisement - previous applicants will be automatically re-considered. Application forms obtainable (SAE) from Rev. L. P. Stoker, Chairman of the Governors, St. Patrick's Presbytery, Park Lane, Liverpool 8. Please quote P & M 417 (a). To be returned by 17 September 1984.

HEAD TEACHER Group 5
£11,457-£12,672 (pay award pending)
WALTON RC. INFANTS SCHOOL
Park Vale Road, Liverpool L9 2DQ
Required for 1 January 1985. Application forms and further information regarding the school are available on receipt of a stamped addressed foolscap envelope from the Rev. Chairman of the Board of Governors, 9 Park Vale Road, Liverpool L9 2DQ. Please quote P & M 455 (a). To be returned by 17 September 1984.

HEAD TEACHER Group 5
£11,457-£12,672 (pay award pending)
WALTON RC. INFANTS SCHOOL
Park Vale Road, Liverpool L9 2DQ
Required for 1 January 1985. Application forms and further information regarding the school are available on receipt of a stamped addressed foolscap envelope from the Rev. Chairman of the Board of Governors, 9 Park Vale Road, Liverpool L9 2DQ. Please quote P & M 455 (a). To be returned by 17 September 1984.

CUMBRIA COUNTY COUNCIL
HEADS
Required for January 1985
KIRKHAMPTON C OF E SCHOOL
Kirkhampton, Carlisle CA5 61X
Voluntary Controlled. Mixed 4-11. NOR 62
Group 2 school
LITTLE CLIFTON SCHOOL
Little Clifton, Workington CA14 1XT
County Mixed 4-11. NOR 80
Group 3 school
Application forms and further details available from the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven CA28 7SD to whom completed forms should be returned by 21 September 1984. (09344) 110010

RE-ADVERTISEMENT
ST. JOSEPH'S RC SCHOOL
Moutain View, Cockermouth CA13 0NG
(Voluntary Aided. Mixed 4-11. Number on roll 85)
Group 3 school
Application forms and further details are available from the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven CA28 7SD to whom completed forms should be returned by 21 September 1984. (09344) 110010

HAMPSHIRE COUNTY COUNCIL
REDBRIDGE FIRST SCHOOL
Required January Head Group 1
S.A.E. for further details to Area Education Officer (SW/PH), Portsmouth Town Hall, Portsmouth PO1 4XG. Closing date 24th September 1984. (09303) 110010

WEST GLAMORGAN County Council
EDUCATION DEPARTMENT
PRIMARY HEADSHIPS
Applications are invited from suitably qualified persons for the following posts in the Authority's Service to commence as soon as possible.
TAIRGWATH PRIMARY SCHOOL, Ta'rgwath, Ammanford, SA18 1UT.
(MIXED) (46 + Nursery on Roll) (Age Range 3-11).
A HEADTEACHER is required for this GROUP 2 School. (Post Ref: 1.33.84).

RE-ADVERTISEMENT
TREBANNWS PRIMARY SCHOOL, Trebanos, Swansea, SA6 4BL.
(MIXED) (149 + Nursery on Roll) (Age Range 3-11).
A HEADTEACHER is required for this GROUP 4 School. (Post Ref: 2.33.84).
Application forms for the above posts are available from The Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN upon receipt of a stamped addressed foolscap envelope.
The CLOSING DATE for the receipt of completed application forms is Thursday, 20th September, 1984.
John Beale
Director of Education (0178)

Norfolk

HEADS
Required for
West Lynn County Primary School, Kings Lynn (Group 3)
Kelling County Primary School, Holt (Group 2)
Ratby County Primary School, Great Yarmouth (Group 2)
Harpley Voluntary Controlled Primary School, King's Lynn (Group 1)
Walsby Cross Keys County Primary School, King's Lynn (Group 1)
Re-advertisement
Banham County Primary School, Attleborough (Group 2)
(Previous applicants for the above post will be re-considered automatically.)
Application forms and details from the Area Education Officer, County Hall, Marne Lane, Norwich, NR1 2DL, sent on receipt of a stamped addressed foolscap envelope. Closing date for applications, 21st September, 1984.

DEPUTY HEADS
Required for
Marham, West Flegg County Middle School, Great Yarmouth (Group 6)
Application forms and details from the Area Education Officer, 22 Euston Road, Great Yarmouth, NR30 1EA.
Heathcote County Middle School, Norwich (Group 6)
Application forms and details from the Area Education Officer, Gladstone House, 28 St Giles Street, Norwich, NR2 1TG sent on receipt of a stamped addressed foolscap envelope. Closing date for all applications - 21st September, 1984.

HEADS
Required for
West Lynn County Primary School, Kings Lynn (Group 3)
Kelling County Primary School, Holt (Group 2)
Ratby County Primary School, Great Yarmouth (Group 2)
Harpley Voluntary Controlled Primary School, King's Lynn (Group 1)
Walsby Cross Keys County Primary School, King's Lynn (Group 1)
Re-advertisement
Banham County Primary School, Attleborough (Group 2)
(Previous applicants for the above post will be re-considered automatically.)
Application forms and details from the Area Education Officer, County Hall, Marne Lane, Norwich, NR1 2DL, sent on receipt of a stamped addressed foolscap envelope. Closing date for applications, 21st September, 1984.



Fringe Area London Allowance £258 p.a. throughout the County.
Temporary housing may be available.
Generous relocation expenses in approved cases.

Headships

Dormansland County First School
Dormansland, Lingfield.
Headteacher required from the commencement of the Spring Term 1985 for this Group 2 First School for pupils aged 5-8 years.
N.O.R. 86
Salary scale £9,504 - £10,536 p.a.

Woodmansterne County First and Middle School
Woodmansterne, Banstead.
Headteacher required from the commencement of the Spring Term 1985 for this Group 6 First and Middle school for pupils aged 5-12 years.
N.O.R. 368.
Salary scale £12,264 - £13,497 p.a.
Application form and further details for both the above posts available from Area Education Officer, 123 Blackborough Road, Reigate, Surrey, RH2 7DA. Completed applications should be returned not later than 21 September 1984.

St. Andrews C/E First School
Farnham
Headteacher required from the commencement of the Spring Term 1985 for this Group 3 Voluntary Controlled First School for pupils aged 5-8 years.
Estimated N.O.R. (January 1985) 115.
Salary scale £9,948 - £10,974 p.a.
RE-ADVERTISEMENT
Park Mead County Middle School
Cranleigh
Headteacher required from the commencement of the Spring Term 1985 for this Group 7 (subject to Triennial Review) Middle School for pupils aged 8-12 years.
Estimated N.O.R. (January 1985) 453.
Salary scale £13,023 - £14,253 p.a.
Re-advertisement. All previous applicants will be considered and a further application is not required.
Application form and further details for the above two posts available from Area Education Officer, 148b, North Street, Guildford, Surrey GU1 4AF. Completed applications should be returned not later than 21 September 1984.

Littleton C/E First School
Littleton, Shepperton.
Headteacher required from the commencement of the Spring Term for this Group 3 Voluntary Aided First School for pupils aged 5-8 years.
Salary scale £9,948 - £10,974 p.a.
Applicants should preferably be communicant members of the Church of England although applications from other denominations will be welcomed.
Application form and further details available from Area Education Officer, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Completed applications should be returned not later than 21 September 1984.

Brackensdale Infant School, Derby
Group 4
Estimated NOR 1984/85 - 135
Buxton Infant School
Group 3
Estimated NOR 1984/85 - 179
Norbury CE (Controlled) Primary School (near Ashbourne)
Group 1
Estimated NOR 1984/85 - 43
Rosehill Infant School, Derby
Group 4 + SPA
Estimated NOR 1984/85 - 240
Previous applicants will be considered without the need for reapplication.
Application forms and particulars for the above posts (a.s.e. foolscap please) from the Director of Education, County Offices, Hatfield, Derbyshire.
Closing date: 21 September, 1984.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER

DERBYSHIRE COUNTY COUNCIL

SYBOURN JUNIOR SCHOOL
Sybourn Street, London E17 8HA
Head: Mr P. Baugh

Required for January 1985

Deputy Head Teacher

Group 6

Salary: £9,774-£10,956 plus Outer London Allowance

Suitably qualified and enthusiastic teacher with wide successful experience required for the Deputy Headship in this junior school. Ref: P68/1019.

HENRY MAYNARD INFANTS' SCHOOL
Maynard Road, London E17 9JE

Head: Mrs B. Walker

Required for January 1985

Deputy Head Teacher

Group 5

Salary: £8,568-£10,877 plus Outer London Allowance and Social Priority Allowance

Suitably qualified and enthusiastic teacher with wide successful experience is required for the Deputy Headship in this infants' school. Ref: P32/1020.

Application form (and further details) available for above two posts on receipt of see from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton E10 5QJ.

Closing Date: 21st September 1984.

AN EQUAL OPPORTUNITY EMPLOYER

Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.



DEPUTY HEADTEACHERS Group 4

(i) **ST. URSLAS JUNIOR SCHOOL** (Roll 207)
Straight Road, Harold Hill, Romford RM3 7JS.
Telephone: Ingersbourne 42170.
Headteacher: Sister Teresa.

Required for January 1985 a suitably qualified and experienced DEPUTY HEADTEACHER GROUP 4. Applicants must be practising Catholics.

(ii) **MITCHELL INFANTS SCHOOL** (Roll 127)
Tangmere Crescent, Hornchurch RM12 5QB.
Telephone: Rainham 53285.
Headteacher: Miss C.M. Johnson.

Required from the 1st January 1985 an enthusiastic DEPUTY HEADTEACHER GROUP 4 who has had experience of open plan or team teaching situations. The candidate should be able to co-ordinate mathematics and/or science throughout the school, and some interest and knowledge of computers would be an advantage.

Application forms for the above two posts are available (s.a.e. please) from the Director of Educational Services (Ref Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: Thursday, 20th September 1984.



Deputy Headteacher Group 5

ST. CECILIA'S RC PRIMARY SCHOOL
London Road,
North Cheam, Surrey

To commence duties on 1 January, 1985.

The school has approximately 320 pupils on roll.

Applicants must be practising Roman Catholics.

Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM5 3AL (S.a.e. please).

Closing date: 19 September, 1984.

London Borough of Sutton

Deputy Headships Second Masters/Mistresses

AVON COUNTY

EMBLETON COUNTY

INFANT SCHOOL

Embleton Road, Southmead,

Bristol BS10 0DB

Required from 1 January

1985, Deputy Head (Group

5). An enthusiastic and caring

Deputy Head is sought for

this infant school with

Nursery class. Applicants

should have an understanding

of the needs of children living

in a social priority area.

Please state special interests.

Further details from and

letters of application to the

Headteacher immediately giving

full c.v. and names of two

references, enclosing see.

Avon is an equal opportunity

employer. (07550) 110012

(06235) 110013



SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY
- Temporary housing may be available
- Generous relocation expenses in approved cases



DEPUTY HEADSHIP

HILLCROFT COUNTY FIRST SCHOOL, CATERHAM

DEPUTY HEADTEACHER required for January 1985 for this

Group 4 School.

NOR September 1984 125 + Nursery Unit of 80 (part-time).

Salary Scale £7,659-£9,972

Application forms and further details available from Area Education Officer, 123 Blackborough Road, Reigate RH2 7DA. Completed applications should be returned not later than 21 September 1984.

(1984)

COLERIDGE INFANT SCHOOL
Crescent Road, London N8 8AT.

Tel: 01-348 7776

DEPUTY HEAD TEACHER (Group 4)

required for January, 1985.

Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher.

London Allowance (£987) payable.

Removal expenses - 100% allowed in approved cases.

Further details and Application Forms (see) may be

obtained from the Chief Education Officer, Education

Offices, 48-52 Station Road, Wood Green,

London N22 4TY, to whom forms should be

returned by 21st September, 1984.

(0602)

Haringey

Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.



SURREY COUNTY COUNCIL

- FRINGE AREA LONDON ALLOWANCE £258 p.a. THROUGHOUT THE COUNTY
- Temporary housing may be available.
- Generous relocation expenses in approved cases.



DEPUTY HEADSHIP

HYTHE COUNTY FIRST & MIDDLE SCHOOL, Thorpe Road, Hythe, Staines.

DEPUTY HEADTEACHER required January 1985 when this Group 6 combined First and Middle School for pupils aged 5-12 years is established following the closure of the existing separate First and Middle Schools. Estimated number on roll (January 1985) 360.

Salary Scale £9,774-£10,956 per annum.

Application form and further details available from the Area Education Officer, 9 Heathside Road, Woking, Surrey GU22 7EU (s.a.e. please) to be returned by 21st September 1984.

(1984)



WEST GLAMORGAN County Council

PRIMARY DEPUTY HEADSHIP

Applications are invited from suitably qualified persons for the following posts in the Authority's Service to commence as soon as possible.

CASLLWCHWR PRIMARY SCHOOL, Castle Street, Loughor, Swansea, SA4 2TU.
(MIXED) (242 on Roll) (Age Range 3-11).

A DEPUTY HEADTEACHER is required for this GROUP 4 School.
(Post Ref: 1.34.84)

PENLLYGERAER PRIMARY SCHOOL, Penllergar, Swansea, SA4 1AY.
(MIXED) (212 + Nursery on Roll) (Age Range 3-11)

A DEPUTY HEADTEACHER is required for this GROUP 5 School.
(Post Ref: 2.34.84)

ST. THOMAS PRIMARY SCHOOL, Windmill Terrace, St. Thomas, Swansea, SA1 8DN.
(MIXED) (280 on Roll) (Age Range 5-11)

A DEPUTY HEADTEACHER is required for this GROUP 6 School.
(Post Ref: 3.34.84)

Application forms for the above posts are available from The Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN, upon receipt of a stamped addressed foolscap envelope.

The CLOSING DATE for the receipt of completed application forms is Thursday, 20th September, 1984.

John Beale,
Director of Education (1984)

Redbridge

REQUIRED FOR JANUARY 1985:

DEPUTY HEAD TEACHERS

For the following Infant Schools

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Gayham Avenue, Gears Hill, Ilford, IG2 6TD
Telephone: 01-550 1803

Headteacher: Miss A. V. Williams

PARKHILL INFANTS' SCHOOL
Lord Avenue, Clayhall, Ilford, IG5 0DB
Telephone: 01-550 1730

Headteacher: Mrs. E. W. Flood

WILLIAM TORBITT INFANTS' SCHOOL
Eastern Avenue, Newbury Park, Ilford, IG2 7SS
Telephone: 01-599 1209

Headteacher: Mrs. J. Richards

Application forms and further details are available from the Director of Educational Services, 1 Lynton House, 255-259 High Road, Ilford, Essex, IG1 1NN. (Telephone: 01-475 3020, Ext. 193) to whom completed forms should be returned by 21st September, 1984.

(06057)

London Borough of ENFIELD
EDUCATION DEPARTMENT

ST. ANDREW'S PRIMARY SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3UL. Group 5. Roll 385.

DEPUTY HEADSHIP

The above post will become vacant from January, 1985 due to the promotion of the present teacher. Applicants should be practising Christians and in sympathy with the role of Voluntary Aided Schools.

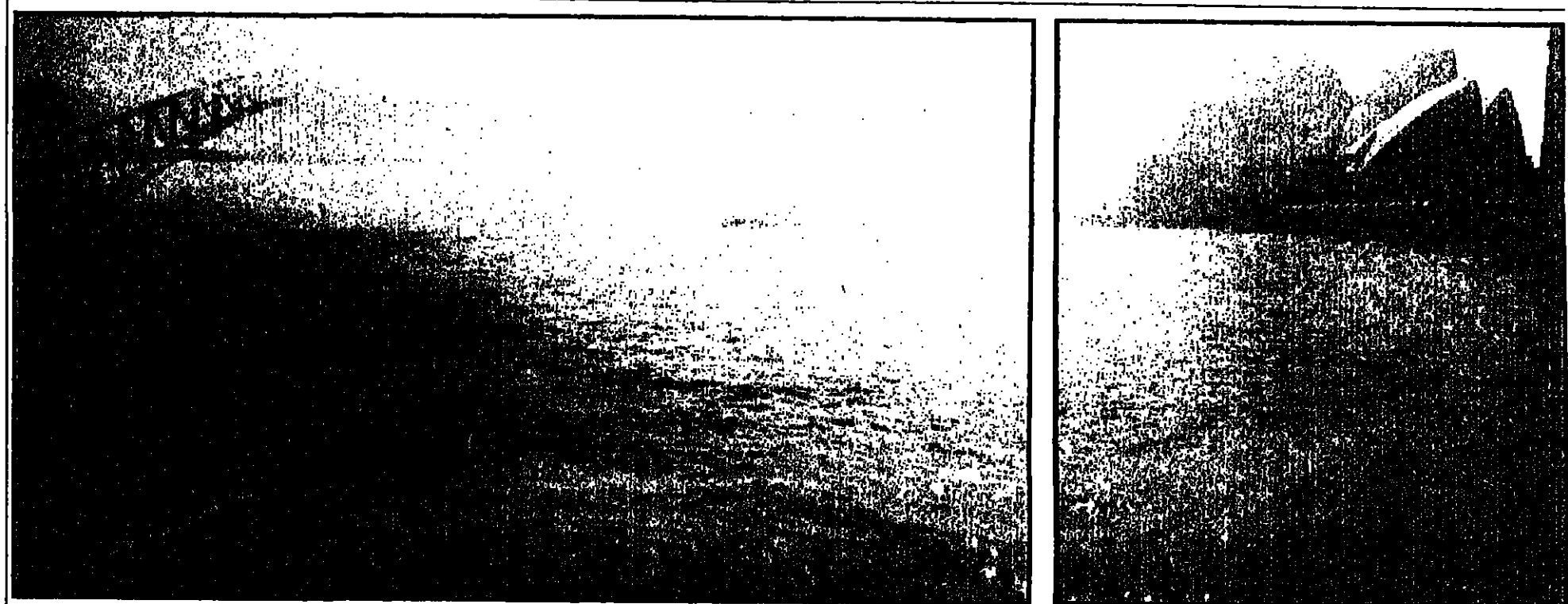
London Allowance, £645. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Application forms (large SAE) and further information obtainable from the Director of Education, PO Box 66, Civic Centre, Silver Street, Enfield EN1 3XQ. Completed forms should be returned to the Head Teacher of the School by 18th September 1984.

(06052)

EXTRA

TRAVEL-NEW HORIZONS



Australia

1: Sydney - Unmistakably urbane my dear Edna
by David Wickers

A terrible thing happened to me on my way to Australia. My inflight meal - of veal in gravy, peas, beans and tiny roast potatoes, plus a full glass of wine, left off the tray and into my lap. This discomfiting event only served to underline the significance of Australia's distant geography since I was left to marinate in this sauce for more than 26 hours. By the time I landed at Sydney I reeked like a stale nightclub, a greasy, meaty, boozy fragrance that must have sent every darn dingo from the city's fringe of outback into a frenzy of "Ah Bisto" sniffing postures.

Consequently the first, most wonderful aspect about this new country were the showers at Sydney's airport. I even managed to hire a towel from the concourse pharmacist, a man who wore a smart white tunic, half-moon brass specs and called me mate. Without my having to arm wrestle a wallaby or skydive onto the top of Ayers Rock, I had been instantly awarded membership of the society of Aussie matedom. No sweat, literally.

Priority number two on an arrival at Sydney was to catch the next plane out to Canberra. "Whatever for?" asked the airline counter clerk. I explained how, even though I had only arrived a short shower ago, I had good friends to see in Canberra and wanted to spend my first weekend in their company. "Ah well," he sighed. "I suppose it's a good place for sleeping off jet lag."

Canberra took just 30 minutes flying time over a landscape of arid, gum tree bush, studded with tiny stock-drinking pools called dams. From the air the city looked more like an architect's impression than the real thing and far too small to be a capital. "Blink and you'll miss it," warned the man in the next seat. Canberra was purpose built as Australia's Capital Territory (ACT for short) in order to resolve the compet-

ing claims of Melbourne and Sydney, hence its location midway between the two. It is a city of compromise, a world designed for government and its bureaucrats, and thoroughly looks the part. Built to a grand plan by American Walter Griffin in 1912, Canberra's uninspired structures sit spaciouly on acres of greenery linked by streets that are as wide as aircraft runways and just as empty.

But, to be fair, this was Sunday, the day when all good Aussies load up their Holden's with eskies full of tinnies and tucker and "go bush", heading for the nearest parkland equipped with public barbie pits and piles of help-yourself logs. My friends took me through two hours of rolling gum tree scenery till we came upon to a small country town that exists where two main roads collide. It has recently been discovered by Canberra's Sunday excursionists the old barn has been transformed into a fancy restaurant, the typically outback corner store into a potpourri emporium of lavender bags, herbal sleep pillows and various pretty knick-knacks and the no-frills diner has become a lace-frilled tea room serving "real Devonshire teas". On Sunday I also saw my first kangaroo, several emus and, that night, the Southern Cross which made me cry though I know not why.

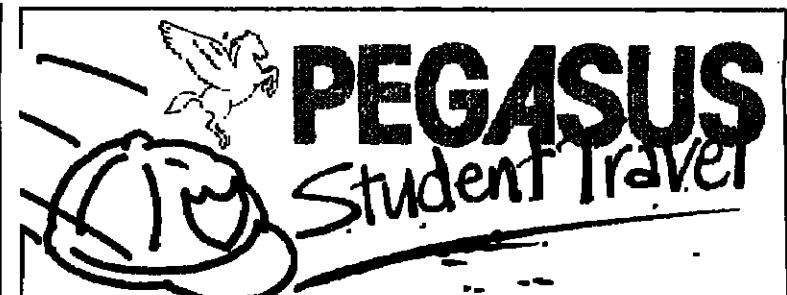
Monday morning's flight attendant, according to one of her colleagues, was "way ahead of herself". As we approached Sydney soon after breakfast she took the microphone, welcomed everyone to Melbourne and wished us good afternoon. But nobody seemed to care. In fact nobody seemed to be listening. We had looped above the city and were gliding down past a wonderful distraction of the ocean, tempting scimitars of beach, and tiny yacht anchorages bobbing with mil-

lions of dollarsworth of land floating assets, and finally past one of the world's most emotion stirring views - of Sydney's Harbour Bridge and Opera House.

Anyone weaned on the Australia of Dame Edna and her portrayal of the homeland as a massive drying out clinic for the cultural lush, populated by oafish, lager-swilling toadpools and mindless horridans, will be totally unprepared for Sydney. While the rest of Australia's towns and cities could be described as provincial, Sydney is unmistakably urbane, more than qualified to hold its own with the most sophisticated of European capitals. And the city is overwhelmingly beautiful, perfectly poised around some 150 shoreline miles of creeks, inlets and the finest natural harbour in the world. Sydney is immediately seductive and, my dear Edna, brimming with culture.

Fifty years ago some 98 per cent of Sydney's inhabitants came from Britain. They left their distinctive trademark in the shape of Lord Nelson, the Windsor Castle, the London Tavern and hundreds of other pubs. Today more than half of the new arrivals come from the orient. There are now more Chinese restaurants in Sydney than the whole of China which together with scores of Greek, Italian, East European and other ethnic eating houses, give you the feeling that there is nothing particularly Australian about Sydney and that whatever shade of somewhere else it reminds you of all depends on where you are sitting and from which direction the wind's blowing.

Wherever you go in Sydney it will only be a matter of minutes before you find yourself drawn to water, so it makes sense to get early bearings from a "Captain Cook" harbour cruise from Circular Quay (rather inappropriately continued).



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EXTRA

Australia continued

named, in fact since the good Captain landed at Botany Bay, to the south of the city, and failed to notice its greatest natural asset. Beaches are also an intrinsic part of the Sydney scene. The diverse choices include a ferry ride over to Manly, the city's razzamatazz seaside resort "seven miles from Sydney and a thousand miles from care". Bondi for the surf and golden gladiators, Lady Jane for nude bathing (which can only be approached rather ungainly by a ladder) and the more remote Palm and Whale beaches which lie at the end of a finger peninsula some 30 miles from town as the seaplane flies, a few more by road.

With rewards around every corner, Sydney is full of surprises for the walker. Each of the city's well defined sections deserve their own walkabout. For a chronological perspective start off in the Rocks, the restored and renovated old heart of the city under the shadow of the Harbour Bridge, the ginn's conchanger, Paddington, or Paddy after a couple of days, is one of the most attractive inner city "villages" in the world and now the chic, organic trendy core of Sydney. Characterized by pretty Victorian terraced houses with cast iron balconies as delicate as lace and gardens brimming with sub-tropical blossoms, Paddy is the sort of place where late risers saunter down to the corner grocery for their Morning Herald and freshly baked croissants still wearing their towelling dressing gowns.

King's Cross is billed as the Soho of Sydney but is remarkably better by comparison, the sort of place where you could arrange to meet a prudish

great aunt on a street corner and the here-and-there symptoms of its sauciness would hardly ruffle her feathered boss. She would, however, look more at home sipping a lemon tea at the Cosmopolitan cafe in Rose Bay, immersed in an atmosphere of old Vienna and surrounded by small boutiques selling expensive fineries. Or lifting forkfuls of barramundi and other excellent seafood at Doyle's in Watson's Bay, with the downtown heart of Sydney lying across the waters like an immigrant from a space odyssey, shimmering at night like some extra galactic jewel.

Just about the time that I had begun to look upon Sydney as some secular heaven another terrible thing happened to fall upon me. It began to rain. Suddenly and shockingly, Sydney's make-up seemed to run. According to Aborigine mythology, the creation of the world took place in Dream Time. It seemed that I'd been living in a similar state ever since I touched down and the rain helped awaken me to a real city. Sydney was just as beautiful, exciting, sophisticated and everything else I felt but it was no longer shrouded in soft-focus haze. Besides, having travelled half way round the globe, it was time to move on and let the rest of Australia have a say.

Jetset Tours, the largest travel company in Australia, carries more British tourists down under than any other tour operator. They have an enormous mix of programmes, including several stopover possibilities and prices start at around £1,000 including airfare. Bookable through your travel agent. Further details from their London office, 85 Aldwych, WC2E, tel (01) 8311 9091. The Australian Tourist Commission are at 49 Old Bond Street, W1, tel (01) 495 2247.

Guide for careful walkers

Walk Dartmoor. A Bartholomew Map and Guide. By Peter Tavy. Bartholomew £2.95

Dartmoor, with all its attractions, is full of hazards for the casual visitor. In describing 35 "easy" walks, the pseudonymous compiler of this handy pocketable guide rightly draws attention to the dangers.

For example, two routes take the walk to a "postbox". These, unofficial, receptacles are traditional mecca for explorers of the moor. The custom is to leave a message-bearing card which will be franked with a hidden rubber stamp by the next caller at the location. He will take the card to an official postbox while in his turn leaving his own card for subsequent attention by a future caller. Cranmere pool is probably the best-known location, but another at Duckpool is equally enticing.

The journey to the latter, and its notable features (including stone crosses, a medieval tinner's house and viewpoints) constitute walk 10. But with the itinerary comes the advice "do

not attempt any short cuts as the terrain of the fen is exhausting. If mist appears likely, do not undertake the walk at all".

Similarly, in an introductory section which includes notes of the history, topography, geology, wild life and utilization of the moor, there is advice which should be heeded about equipment for walkers and on map-reading and safety precautions. Good boots, sensible clothing, emergency arrangements are all mentioned.

But this is not to discourage visitors: rather it is the intention to prevent their enjoyment being marred by thoughtless mishap. And much enjoyment there can be, along disused railway tracks, by hut circles and the sites of ancient villages, or near riversources and along droveways.

The guidance is reliable and evidently prepared by an expert. The spelling of certain place-names suggests that he is the author of an outstanding modern book on Dartmoor. Anyway, tourists wishing to understand and appreciate the moor will be grateful to him for this modestly priced book.

F. W. Kellaway

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(0064)

In a Guernsey garden

Sally Festing took a holiday course to learn about herbs, and found an island.

The information on the leaflet said: "Hebes Herbs of Guernsey: introductory holiday courses on growing and using garden herbs". This left plenty of leeway. No one seemed to know quite what to expect although I realized as preliminary instructions flew backwards and forwards across the Channel that it would be efficiently organized. It was, as well as being highly informative and highly enjoyable.

Fourteen years ago Daphne Dunster moved into one of Guernsey's thick-walled mellow granite houses with local stonemason's glory, a double-arched doorway and an acre of land. It was difficult to use her qualifications on the island (a law degree and diploma in town and country planning) so she capitalized on her resources; planted the garden with herbs, enrolled for horticultural instruction and subsequently opened a small postal business selling fresh herbs and herbal accessories. They can be bought from Harrods.

By this time, however, a deeper interest in herbal potential prompted her to seek further instruction and courses with the Institute of Medical Herbalists that crystallized in 1983 with her first herb garden and wild-flower holidays.

Daily talks covered different aspects of the subject; the herb garden's history, herbs' decorative, culinary, aromatic, cosmetic and medicinal uses; current literature was examined and fashions were charted, supplementing a broad understanding with a plethora of esoteric tit-bits.

Aware of the social and financial power of their trade, the early herbalists kept their methods secret to maintain a monopoly. The result is that throughout history, gems of truth have been handed down with a mixture of witchcraft and mumbo-jumbo. Rather than dogmatically asserting belief or scepticism, it remains for the twentieth century to sort out what is credible and what is not.

Scientific explanations were given wherever possible and a realistic assessment was made of the uses for herbal medicine. Practical demonstrations included a survey of kitchen equipment for dealing with herbs, how to make an orange pomander, a herb cushion and comfrey skin cream - a time-honoured palliative for lacerations. Introducing a wide range of related topics in an introductory way did not make the information lightweight; ideas were thrown out like confetti, both for the more and the less informed to follow up on their own.

After the theoretical sessions, and fortified by a variety of herbal teas and vinegars, the party moved into the conservatory for practical demonstrations on basic growing techniques: seed collection and pricking out, division and layering, taking different types of cutting, harvesting and storing.

Once again there was no muck and magic; finesea yes, and careful



Daphne Dunster in her garden

hygiene, but, as Mrs Dunster herself pointed out, you can make a meal out of propagation. She wanted her instructions to be logical and straightforward.

In fact, her own horticultural expertise was evident in two walled gardens where tubs and beds made a veritable tapestry of luxuriant growth. Here each morning was consolidated in the pleasantest possible way, by wandering through fragrant flowers and foliage, pinching, sniffing and busily making notes.

If the herbal side of the venture is largely a one-man band, the holidays are listed with the Island Tourist Board and it was made clear from the start that Guernsey is there to be explored. Only half the size of neighbouring Jersey, with whom a bantering competitiveness has long been maintained (they did not even side together during the Civil War when Guernsey took the Protestant cause and Jersey went Royalist), Guernsey is 70 miles south of the Dorset coast. As the most westerly Channel Island it is exposed to Atlantic gales although, thanks to the Gulf Stream, it enjoys mild winters. Rain drizzles rather than pours, and balmy weather is emphasized by high humidity. Exotic plants sprout everywhere, particularly the ubiquitous New Zealand Palm with its heavily scented white flower brushes, looking somewhat incongruous beside homely granite.

The island's most obvious assets, tourism, tomatoes and low taxes, are well known, although the thousand acres of glass so prominent in aerial view have been adapting to roses, frezias, melons and even kiwi-fruit in the face of Common Market competition.

Fifty-five different banks prove it remains a tax-avoider's paradise though strict property laws protect the islanders' homes, and tourism is booming to judge from the plethora of new hotels. The hotel service is excellent and the newest friendliness legendary. Add the gentle pace of 24 square miles with a 35mph speed limit, a low population outside St Peter Port, 4,000 cows and the charm of tiny walled fields and quiet country lanes.

An island bus tour was part of the package, plus all-island busing for the duration of the course, (five full days with breakfast and evening meal): an afternoon trip to Herm's famous shell beach (made from miriads of tiny shells of 200 varieties), and a talk on the island costume. Members of the

local National Trust have collected, meticulously copied and documented 3,000 garments with details of the personal status and background of the people who once wore them. Fisherman's guernsey and gentlewoman's bottomless pantaloons formed the nucleus of a fascinating piece of social history, bringing alive something of the dignity, efforts and aspirations of past generations.

This left St Peter Port with its open-air market and busy harbour and five inhabited islands to sample on two free afternoons, not sufficient time unless opportunity was taken to stay an extra weekend. Libou had kept-eating sheep, Jethou, a puffin colony; Alderney, a tiny airport and a rich picking of migratory birds; Sark is the smallest self-governing unit in the United Kingdom and the tenancy of Breckhou is going for half a million pounds.

Some of Hebes Herbs holidays investigate the growing industry, visiting trade horticultural and flower shows; some tour Jersey's gardens; provide opportunity to fly a plane or go rambling with an island botanist. This is well worth doing. Because of Guernsey's isolation its flora is unique, with specialities including a dandelion clone called Taraxacum samense after the Roman name for the island, two hybrid ferns and the Guernsey elm - a little more resistant than ours to the elm disease.

Giant echiums, introduced by Sir Compton Mackenzie during his island residence in the 1920s, dominate gardens in early summer when low-lying uncultivated meadows owned by Société Guernesiale are a haven of wild orchids. Yellow-horned poppies speckle the shingle banks at Perelle Bay and the protected bupleurum baldense, all of Yün high, was discovered on a rocky slope beside a wall butterfly.

It is legitimate for the Cape mesembryanthemum to cover concrete, but where it invades the precious turf, it is a menace. There are problems too, convincing tidy-minded authorities that cutting the verges and headlands is extremely destructive to wild life.

Fortunately, the naturalists' voice is growing, for visitors want to see the curlew, and larks all sharing the natural grassland with its flurry of pale yellow sea radish; a magnificent sight against pinkish rock on the west coast. Nowhere else in Britain is there such a wealth of species in such a small area.

Inquiries to Las Hebes, St Peter in the Wood, Guernsey.

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EXTRA

Island of bitter lemons

Dudley Wilson discovers Cyprus as his latest self-catering island in the sun

For my generation, which experienced colonial war, Cyprus remains a piece of recent history brilliantly portrayed in Lawrence Durrell's classic *Bitter Lemons*. History has staggered on from independence to Turkish invasion.

Much of Cyprus familiar to tourists of past decades, Kyrenia's superb beaches and Famagusta "Othello's Castle, the palace fallen shapeless, and the forlorn chancels of the crusaders", are now inaccessible from the Republic.

Greek Cypriot tourism starting from scratch almost in 1974 now flourishes remarkably. No sense of insecurity interferes with a carefree stay on an island where hospitality rings kindly and true, where wine and oil flow in classical quantity, where the sun reliably shines on warm seas. Cypriots however on all sides have tales to tell which enhanced our regard for this country whose land and people are of striking character.

Cyprus Airways take around 4½ hours from several British airports to Larnaca or Paphos. Some flights use the spacious new Airbus 310. Recently Cyprus, setting out to attract more visitors, has built self-catering units to extend the accommodation available in hotels of all grades.

We chose Limassol as our centre and Roussos Beach Aparthotel as home from home. This consists of flats over reception, bar and restaurant backing on a large garden with *al fresco* cafe, superb pool and two-storey "bungalows". Ours provided a split-level bedroom-cum-lounge, kitchen area and separate bathroom. Our balcony views were over massed frangipani, hibiscus and geranium and from the rear over lemon groves.

The Roussos grounds were assiduously tended by a gardener attired in straw hat and wellingtons in time-honoured fashion. The Roussos facilities are those of a decent hotel including room service for which we were grateful at breakfast on our first morning. Some firms (Thomsons, for example, which feature the Roussos in summer and winter brochures) supply a welcome pack of grocery basics.

We soon tired the impeccably clean pool. Beaches across the road and hardly worth consideration and a good pool is essential on Cyprus. Food purchases proved easy at mini markets, their shelves stocked with staples and luxuries to suit British, German and Scandinavian tastes at prices similar to or cheaper than those at home.

Local olive oil, wines, jars of capers, yoghurt, cheese are cheap and we were pleased with the fresh veg, fruit and meat. Do not expect much fish as Cypriot waters are not rich in plankton. Our nearest store, open until 9 pm, was only a couple of doors away.

Eating out presented no problems, either, for our strip of road offered scores of restaurants, none of them costly, serving meals all day and most of the night. Our mixture of doing our own thing, eating around and salutes into posher hotels for cabaret or dancing, worked perfectly. Limassol is not beautiful but it has the attractions of a decent town - good shops, working harbours and a bustling vigour but I found the sluggish traffic trying. We were especially impressed at the Roussos by the daily (except Sundays) maid and clean linen service.

Most Cyprus holidays last a fortnight. With a pool and bungalow routine soon established the tanning process took its course and toll. At mid-morning we strolled out to slip, strong, sweet Turkish coffee, at a seaside cafe. Atlantis Beach, a crescent of white sand, is a typical bouzoukia which contrives to make its pianists of painted, sawn-off oil drums appear picturesque.

At night the plate tangles with music but Cyprus is a two-tone country and we quickly tired of Zorba and Never on Sunday! As a release from the exquisite treatment by sun (or torpor) I recommend car hire or a selection of day tours by coach. On a Japanese car behaved well and driving is on the familiar side of the road with signs in Greek and English, sometimes Turkish too.

Our Paphos day turned into an Aphrodite tour. We stopped along the coast at Petra with infectious enthusiasm.

Pheni pots included vast tubs for wine storage still seen widely in Cyprus. Up a steep, cobbled track we passed into the antique, Biblical world of Mrs Sofronia's workshop under an awning of figs. She turns a wheel with her toes, moulding simple jars, decorated pieces and humble earthenware cooking pots for savoury lamb. She is the sole remaining Pheni potter - once there were 40 - but her son will continue the craft.

On Thursdays coach tours seem not to visit Platres or Pheni and we had the tranquillity of these lovely hill stations to ourselves. The good yet twisty roads rise to the summit of Mount Olympus (6400 ft) and around Troodos there is skilful most winters. But the ikon treasured monasteries, especially at Kykkos, make the tortuous journey really necessary. We lost ourselves for the afternoon on rough forest trails below Mikikouri amid densely timbered and ferny glens where we saw no one except a lone donkey.

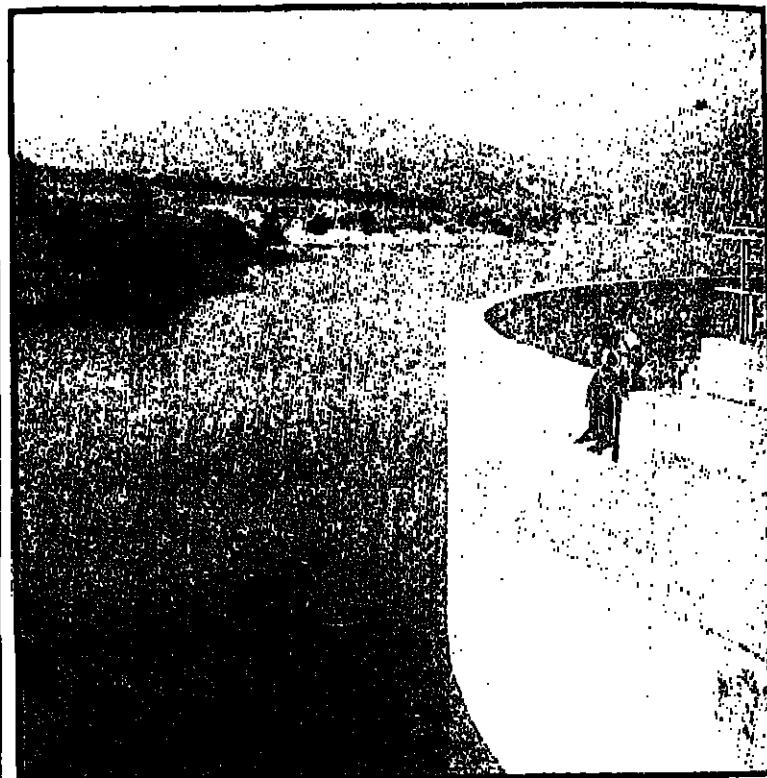
On the new road we reached Nicosia in about 50 minutes and its museums are certainly worth inspection but it is a sad city divided by a menacing wall towards the end of its principal shopping streets. Best by far is the restored old quarter, Laiki Yitonia, of craft shops, a living museum.

The pound exchange is a somewhat niggardly 77 Cypriot pence but I quote all prices in our currency. Devaluation would make a Cyprus holiday, already good value, an outstanding buy. Local wines named after gods and heroes including Othello cost around 50p and Ouzo an astonishing 75p a bottle. Leather goods can be excellent quality and keenly priced but most prized of souvenirs is undoubtedly Lefkara lace.

Finally and by no means formally, whether waiting at table, in streets, at rest Roussos where the goddess rose from foaming waves and her temple has been excavated at Kouklia. The love spring known flatly as the Baths of Aphrodite, lie near Polis on the northern coast.

We enjoyed Paphos and plan to return to do its mostly unsigned antiquities justice. We lunched beautifully for just £3.25 each on *meze*, the works. Do not overeat early on, for warm dishes of deep-fried mullet, succulent meats, thin cut pork in wine and toasted haloumi cheese with replenished supplies of olives in garlic, lemon and crushed cardamom are brought along to supplement dishes of salads, soups, souvlaki and dips.

Paphos Nautical Club on the harbour makes an ideal dining out spot. Adjoining is the nearest police station imaginable, cream-washed and perfumed by beds of statey tiger lilies. At the nearby Tombs of Kings, atmospherically sited by the sea, on entering the cavernous gloom my mind went



Do not expect to eat much fish in Cyprus: its waters are not rich in plankton. This local boy is trying his luck at the Yermasoyia Dam near Limassol.



St. Paul's Pillar at Paphos, a place of unsigned antiquities.

dered to the Aziz affair in *Passage to India* while delicate lizards flicked tongue and tail darting across the dust. A trip to the mountains is not to be missed. The new road makes for easy motoring but we happily stopped for refreshment at The Royal Oak to rest under this tree of Zeus' reputedly 1000-year-old branches. We passed gnarled olives and carobs, rising through valleys terraced with vineyards to forested hills where mouflon roam.

At 'Aphrodite Chalet' in Platres where nightingales are said to disturb your slumbers, our country repeat was rounded off by the waiter plucking cherries off trees overhanging the street and serving them on ice.

Later, the owner Andreas Piliavakis took us under his wing to show us his village at Pheni. There we met the priest who provided the honest restaurant wine, his father who runs the general store and his uncle who is curator and proprietor of an exceptionally interesting cottage museum. He showed us round his displays of traditional Pheni pot manufacture. In their cafe culture where backgammon clatters, whether met at Kolossi Castle or at Curium Amphitheatre where the summer production was *Romeo and Juliet* or in the fields, Cypriots love to converse and their friendly independent spirit gave our holiday many memorable boosts.

Despite recent modern developments I am sure I saw Durrell's British influenced Cypriot "smoking a pipe and reverently polishing a Morris Minor" (now vintage). It is worth contacting the Cyprus Tourism Organisation in London (213 Regent Street) for supplies of holiday materials but their general issue map is out of date as to politically inaccessible areas.

EXTRA

Avoiding the Bs

Robin Mead seeks out some less well-known corners of the Cotswolds

Residents of the Cotswolds - that eminently desirable plateau of countryside between Gloucester and Oxford - are only too well aware that their picture-book stone-built villages, tumbling streams, wooded hillsides and stately towns are a tourist attraction of sufficient magnitude to lead to a spot of overcrowding on their narrow roads in the summer months.

But they accept the annual invasion with remarkable good humour. They are even ready with helpful advice for the stranger.

"Whatever you do, try to avoid the bees," a friendly hotelier warned me in the pretty little village of Painswick, just north of Stroud, when he learned that I was spending some time in the area last summer researching a guide-book.

The bees? Did some particularly virulent form of this homely insect inhabit the hillsides and lay in wait for unsuspecting tourists? Did they swarm in July? I made further anxious inquiries.

The "bees" turned out to be the "Bs" - Broadway, Bibury and Bourton-on-the-Water, to be exact. This trio of villages are seen as typifying the Cotswolds, and as a result they can get very crowded in the tourist season.

It is a little sad to see the coaches and cars cramping into a showpiece village like Bourton-on-the-Water, where stone bridges cross the infant River Windrush as it gurgles its way through the very centre of the village beside the main road. Or beautiful Bibury, where another tributary of the Thames - this time the River Coln - runs through the village and past the famous cottages of Arlington Row. Or stately Broadway, which seems to be constructed entirely of honey-coloured stone.

It is doubly sad because of the number of attractions which are opening up in these villages - and particularly in Bourton-on-the-Water - as they can serve only to increase the crowds. Does a Cotswold village really need a perfume factory or a butterfly garden, one wonders?

In an area ringed - roughly - by Bristol, Gloucester, Worcester, Stratford-upon-Avon, Oxford and the Upper Thames Valley, it is inevitable that tourist attractions will multiply. But it is a pity that so many of them choose to cluster round the honey-pot of the "Bs" rather than follow their perhaps more far-seeing fellows and find a home in one of the less crowded corners of the Cotswolds. After all, there are plenty of tourists to go round.

But the nice thing about the Cotswolds is that they do cater for every taste. And some of the region's newer attractions are well worth a closer look. Cheltenham, which modestly describes itself as a "Regency garden town", is already a perennial favourite with many visitors, and its formal parks and terraces are as well known for their floral splendour in summer as the town's official buildings are for their architectural merit. A lively dedication to the arts, and a good choice of accommodation, has ensured that Cheltenham Spa is never likely to go short of visitors, but two very interesting and well-presented new museums in the town have added to its attraction.

One is the amusing Gallery of Fashion in the restored Pittville Pump Room's gallery. The Pump Room has been decaying rapidly in recent years, slipping from fashionable Victorian meeting place and concert hall into a ruin for American servicemen during the Second World War and, finally, serving service as a badminton court. Its return to its rightful position of pre-eminence in the town is to be welcomed, and the happy choice of Fashion - from Regency times onward - as the subject of the exhibition in the gallery is to be applauded.

If you wish to sample the spa waters, you can do that in the Pump Room, too - but do it after visiting the exhibition: some early cartoons in the gallery depict the drastic effects of the water on some Regency visitors. Personally, I cannot understand why the waters ever became popular anyway: they taste exceptionally unpleasant.

Cheltenham's other innovation is the Gustav Holst Museum in the composer's birthplace at 4 Clarence Road. Besides containing mementoes of Cheltenham's most famous son, the house has been equipped to show how a Victorian family lived. The kitchen, perhaps not surprisingly, provides the sharpest contrast with modern suburbia.

In another of the Cotswolds' principal towns, Cirencester, the Cornium Museum, right in the town centre in Park Street, traces Cirencester's Roman links very graphically as well as containing some of the finest Roman antiquities in the country: children will find that it helps to bring history alive. A visit to this museum can be linked with a short trip out to Northleach and the Cotswold Countryside Collection - perhaps more fascinating for its setting (a former "house of correction", or country prison) than for its role as an agricultural museum, although the glimpses of Dickensian prison life combine surprisingly well with the latter.

At the Oxford end of the Cotswolds, the prime attraction must be Blenheim Palace, Woodstock - one of the statelyst of Britain's stately homes - with the nearby Cotswold Wildlife Park also ideal for family visits. But, between Burford and Fairford, there is also hidden one of the loveliest Cotswold villages, Eastleach; and Eastleach has the advantage of being not nearly as well known as some of its rivals.

Chief of these rivals, of course, is Castle Combe, which lies to the east of Bath. A little, stone-built, clothed village nestling in a steep-sided valley at the southern extremity of the Cotswolds, Castle Combe was virtually unknown before 1962. Then it was proclaimed "the prettiest village in England" - and it has been flooded with visitors ever since. Fortunately it has been possible to filter most of the traffic away from the centre of the village, and Castle Combe remains relatively unspoiled despite the tourist invasion: it is certainly worth seeing.

Westonbirt Arboretum, which has an excellent static display introducing the layman to forestry, as well as offering many miles of attractive walking, lies between Castle Combe and another very pretty, if relatively little-known, village: Painswick. The village churchyard is noteworthy for its 99 massive yews. A little to the north of Painswick, in the grounds of the modern Prinknash, pronounced "Prinknash", there is a bird garden which youngsters will adore. It is far less dramatic than the nearby Slimbridge, of course, but it is less formal too. And, unlike Slimbridge, the Prinknash bird garden can claim a resident ghost: a cowering figure who may sometimes be seen lurking around one of the old Abbey fishponds which now form part of the bird garden.

Painswick, and Prinknash, are not crowded even at the height of the summer, for the simple reason that not many people know they are there. And the delight of the Cotswolds is that unspoiled places like this do exist; as do particularly pleasant, or enterprising, or well-run, attractions like those mentioned here.

There are plenty of nice places to stay, too. In relation to the attractions mentioned in this article, I would particularly recommend The Bear, a rather smart, but well-run hotel at Woodstock; the historic King's Head in Cirencester; the cheap and cheerful Cross Hands Hotel at Old Sodbury (which has an excellent restaurant); the charming Painswick Hotel; and the expensive but extremely luxurious Buckland Manor Hotel, Buckland, near Broadway.

Broadway... there, I knew I wouldn't be able to avoid the "Bs" altogether. Indeed, I have to confess that the other "Bs" contained two of the attractions which gave me the most pleasure in the whole of the Cotswolds region. One was the exceptionally well-laid-out Arlington Mill Museum in Bibury, where a working water mill has been used as the setting for a vast collection depicting all facets of country life; and the other was the Motor

Museum in Bourton-on-the-Water.

The exhibits in a motor museum cannot, by definition, be very old. The exhibits at Bourton-on-the-Water, gathered together by an enthusiastic garage owner, cover the 1930s to 1950s era - so if Austin Sevens, Sunbeam Alpines and Jaguar XK120s hold memories for you, be prepared for a lump in your throat. This is not a "museum" museum - just a collection of emotion-stirrers jumbled together in a garage in cheerful confusion. And it is great!

Further Information: The Heart of England Tourist Board (P.O. Box 15, Worcester WR1 2JF) publish a pocket guide on what to do and where to stay in the Cotswolds: it is called *The Cotswolds*, and is obtainable from the tourist board price 80p plus post and packing. Additional information about Cheltenham can be obtained from the Cheltenham Tourist Information Centre, Cheltenham Spa, Gloucestershire.



Some Cotswold villages such as Painswick are not crowded even in the height of summer.

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EXTRA

Where everything has a history

Philip Venning visits Syria, where tourism is still young enough to be innocent, yet old enough to have something to offer

A South Shields museum contains an unusual Roman tombstone. Written partly in strange Palmyrene script it commemorates a Hertfordshire woman who married a Roman soldier from Palmyra the Syrian desert city. Palmyra today remains one of the least known of the great classical cities, and the reason is obvious enough. Mention Syria as somewhere for a holiday, and the idea seems preposterous, on a par with a fortnight in a North Korean cement factory.

Fine, one might say, happy to see Syria's 3,000 historical and archaeological sites remain free from coaches, cordoned-off areas and Bermuda shorts. True, Syria became involved in a war in neighbouring Lebanon, but at this time of writing it remains confined to Lebanon and the only obvious signs of conflict within Syria are the multi-coloured uniforms of the various special units. Nor does this same war discourage thousands of Britons from visiting another combatant, Israel.

True also, that the Moscow-backed Syrian government is not too keen on Britain: "The harm inflicted on us by 400 years of Turkish rule is not equal to one-tenth of that which John Bull managed to inflict on us in less than 40 years of British rule," commented the English-language paper, *Syria Times*, which, in an article the week we were there, damned Britain for a long list of obscure nineteenth century incidents. The battle of Omdurman is not forgotten.

Fortunately, this is not reflected either at a private level (where tradi-

tional hospitality remains spontaneous), or in the new policy on tourism, which aims to boost the mere 6,000 Britons who visit the country every year.

As a result Syrian tourism is at that interesting age young enough still to be innocent, old enough to have something to offer.

That something is one of the richest and most romantic histories in the world, evident in sites and monuments from the dawn of civilization, through Biblical, classical, and Byzantine times to the origins of Islam and the Crusaders. Even this country has something to offer in the associations with T. E. Lawrence.

More specially it is a history unpretentious for tourists, where restoration has been limited, and many of the lesser known buildings are still occupied by locals as they have been for hundreds of years. This is one of the few remaining chances to see the Middle East of the nineteenth century engraving.

Palmyra is certainly the most spectacular of all the sites, as much for its location as the remains themselves. A golden-stone city, in the heart of the desert, it lies beneath rocky mountains, with a green oasis of walled fruit gardens in the foreground, and the road to Baghdad twisting over the horizon.

At first sight it looks as if rather less survives than at some other well-preserved cities. Huge areas are still to be excavated, little remains of a once-large theatre. But this is optical illu-



Published in 1934, this engraving of Palmyra, and many like it, fired the Victorian imagination

sion: the sheer extent of the city tends to minimise the appearance of walls, columns, arches, that close up emerge on Hollywood-epic scale.

This is most true at the Great Temple of Bel, the finely carved ceilings of which so impressed eighteenth century Britain that they can be found copied in several stately homes of the period.

We, like John Fowles's fictional hero Daniel Martin, struggled up at 5 am and crunching our way over Roman shards with friendly wild dogs in tow and a freezing wind off the desert, watching the sun rise behind the great colonnade that runs for over a kilometre across the city. A cliché perhaps, memorable nonetheless.

From Palmyra we drove west towards the coast and along the Lebanese border to the mountain-top Crusader castle, Crak des Chevaliers.

stark and imposing in postcards, rather less so when approached through straggling villages round the back.

Lacking the more decorative bits of castles, this fortress built for 4,000 men and 2,000 horses, and bearing the arms of Richard I, suggests brutality rather than chivalry. Even so, it was a fine enough setting for a typical three-hour Syrian lunch of hors d'oeuvres of great variety, followed by Ottoman-type meat dishes such as kebabs and barbecued chicken. Those who knew approved of the Lebanese wine.

Our nearest overnight stop was Homs, an industrial city of little apparent interest. But this was Syria where everything has a history. We soon learned that a British archaeological team had been excavating nearby at Kadesh, scene of one of the great battles of antiquity between the Hittites and Ramesses II (commemorated

in propaganda reliefs at Karnak in Egypt). Digging was in abeyance but the small Homs museum was worth a visit.

From Homs we went north, stopping en route at Hama to see the norias - vast wooden waterwheels, hundreds of years old, that turn perpetually raising water from the River Orontes to now-useless irrigation channels. And then to Aleppo. Every bit as interesting as the romantic-sounding name suggests and for many of our group the high point of the tour.

If you are unable to stay at the Baron Hotel, then at least drop in for a drink. This fairly simple hotel, founded in 1909, and apparently little altered since then, was used as a base by Lawrence in 1914 when he was supposed to be excavating at Caracalla but was actually spying on Turkish

Continued

Where everything has a history

positions. Provided there is no one in it, the management will show you his room. But their roll call of famous guests is huge, ranging from Agatha Christie (her husband Sir Max Mallowan, was a famed Syrian excavator) to Dame Freya Stark.

The central features of Aleppo, which vies with Damascus for the title of the oldest continuously inhabited city in the world, is the citadel. On top of an extraordinary conical rock that rises high out of the centre, the citadel incorporates remnants of buildings of every period - Hittite, Roman, Byzantine and Arab.

Though now empty and undergoing restoration this site was inhabited until recently and contains a network of streets, churches, mosques, wells, and other structures that give it a sense of community and continuity.

The finest buildings are a thirteenth century palace, and a sultan's throne room from the fifteenth century which has been lavishly restored to its original highly decorated condition.

Other musts in Aleppo are the eighteenth century Turkish houses and the museum. Avoid the objectionable anti-Israeli propaganda in the foyer and head for the superb collection of finds from the country's Sumerian, Babylonian, Hittite and other prehistoric sites, including the famous Ugarit (which produced the oldest alphabet in the world), Mari and Ebla. Some of these sites can be visited, though it would be wise to check once you are in the country.

Our drive south to Damascus was far from direct, allowing an unscheduled stop at a random group of traditional beehive shaped houses (and a fine welcome from villagers), and a trip across the mountains that included a chance glimpse of a castle that was a former headquarters of the Assassins. The coast itself is a huge disappointment and will guarantee that Syria stays out of the big tourist league

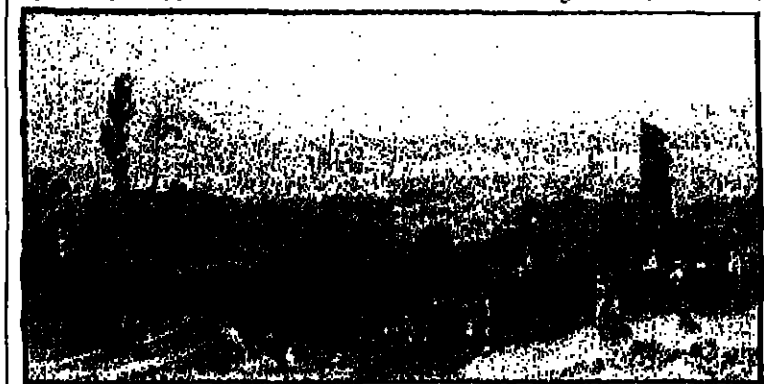
unless something drastic is done (they have started in two places). The problems are partly oil terminals, partly the fact that the few beaches there are are rubbish dumps.

Damascus depends on what you expect. Much is modern city. The "street called Straight" where St Paul went to be healed of blindness is a rusty-roofed thoroughfare, jammed with traffic, and part of the huge souks. Even finding it was an achievement.

The Great Umayyad Mosque makes up for any disappointment. Built next

to the Roman, Byzantine and early Islamic ruins from the buildings still in use. But the distinction was unclear - only the TV studio gave a clue. At the centre is a huge and well preserved Roman theatre, later fortified against the Crusaders, and including Roman mosaics and other items from the neighbourhood. The light was fading, however, and we were soon on our way back to Damascus.

So far few British tour operators offer Syria in their itineraries. Only Jasmin Tour (High Street, Cookham,



The road to Damascus

to the ruins of the temple of Jupiter, it incorporates much Byzantine architecture and fine mosaics.

Walking across the marble courtyard in bare feet (on a slippery carpet of pigeon droppings) one enters the vast prayer hall, full of prostrate figures - the devout and the less so, who have to be regularly woken up by a religious official with a stick. This building, it is claimed, contains the head of John the Baptist.

More intriguing, in a forgotten garden just outside the Mosque walls, is the tomb of Saladin. Far from being an Arab hero, he is virtually unknown to them and his tomb had to be rescued from obscurity by Kaiser Wilhelm II.

We just had time for a rushed trip south of the Jordanian border, passing Dera (scene of Lawrence's incident with the Turkish boy) to Beirah. Arriving before sunset we drove through this town of broken columns and arches, struggling to distinguish

the Roman, Byzantine and early Islamic ruins from the buildings still in use. But the distinction was unclear - only the TV studio gave a clue. At the centre is a huge and well preserved Roman theatre, later fortified against the Crusaders, and including Roman mosaics and other items from the neighbourhood. The light was fading, however, and we were soon on our way back to Damascus.

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For further information, contact: Linda Addison, Travel Press Service Ltd, 78 Carter Lane, London EC4V 3EP (01-248 4271).

While Europe shivers in the winter Gambia basks in tropical weather

Gently into Africa

by Christopher Portway

For a first look at Africa - the real Africa as opposed to the Middle Eastern-slanted, Muslim image of North Africa - a tiny strip of land not much larger than Wales makes a fine introduction to the "Dark Continent".

Surrounded by Senegal on three sides, the territory of Gambia runs from the Atlantic for some 300 miles along the banks of the Gambia River, the great tranquil waterway that winds into the heart of West Africa, and seldom does the country extend more than 15 miles from the water's edge.

The river's banks are clothed in the lush greenery of mangroves as far as the upper reaches where from stone cliffs, rising from the waters, initiate a new and harsher environment. The wildlife is varied and spectacular, with more than 400 species recorded, although big game is virtually nonexistent. At its mouth the Gambia is several miles wide and it is here that the port and capital, Banjul - once Bathurst - is situated on a point which projects into the estuary from the southern shore. And it is this southern shore, south of Banjul, that boasts some of the finest beaches in all Africa.

For centuries men have traded and fought up and down the Gambia River. Hanno, the Carthaginian, first records the richness of its banks and, since then several African empires have claimed lordship over the river basin.

Subsequently Britain and France, among other European powers, have struggled for dominance over the trade generated by the placid waterway. Britain emerged as the pre-eminent

nation - although France too has left an indelible mark - at least so far as her cuisine is concerned. The country achieved independence in 1965. Thus Gambia in a nutshell. And, of course, it was peanuts - the infamous ground-nut scheme introduced and nourished by a British socialist government of recent times but which became a spectacular and expensive failure - that brought this corner of our one-time empire to more general attention.

Tourism is but a recent innovation. It began well before the best seller, *Roots*, hit our television screens, but there is no doubt that Alex Haley's story, describing the adventures and fate of a Mandinka warrior taken into slavery, has helped things along a bit over the last few years. Some have questioned the brilliantly-written book's authenticity but, this notwithstanding, the story has a basis of truth and has drawn holidaymakers not only to Gambia but also to the tiny village where the main character, Kunta Kinte, once lived.

Except for the hiccup in the summer of 1981, when an attempted coup failed to unseat a moderate government but caused fighting in the streets of Banjul, the transfer of a backward agricultural nation into a tourist paradise has progressed at a rapid pace. Gambia is a land of colour and excitement but, for its new development, the people must take the bulk of the credit. Their friendly manner and well-spoken English made the country West Africa's most popular tourist mecca.

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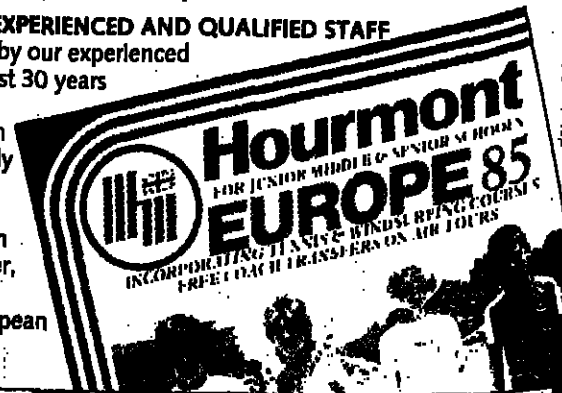
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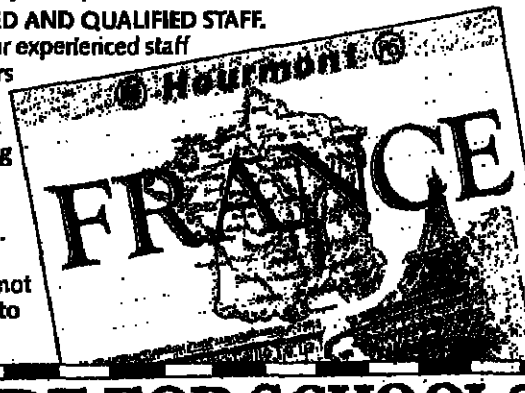
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EXTRA

Gently into Africa

continued

While Europe shivers in winter, Gambia basks in tropical weather cooled only occasionally by the odd shower. The constant sea breeze keeps humidity to a minimum on the coast. It is a country where sunshine is virtually a certainty throughout the year, broken, between July and October, by brief downpours that rarely last more than a few minutes.

Don't expect a sophisticated night life, hotels of smooth efficiency, or sightseeing tours of luxurious ambience. Gambians are learning fast but in their imperfections lies the charm of the country. It is unassuming, relaxed and rough-and-ready but grossly under-rated simply on account of a lack of the glamour-image of the more sophisticated winter holidays sun-spots.

Contrasts between the life of the villager and that of the tourist remain sharp but there is no resentment exhibited and, unless the effort is made to go and look for them, the visitor, cocooned in his Western-style hotel, will never encounter the social problems outside. For those who want to delve more deeply into the interior of the country and its way of life the river leads the way and there are both water and road vehicles to provide transportation.

For my wife and I our first visit to Gambia was, unashamedly, for no other reason than for a lazy holiday; a reason shared by nine tenths of the country's foreign visitors. We stayed in one of the smaller, personally-run establishments that back the 30-odd miles of immaculate tide-swept beaches uncluttered by promenades and roads. Its name was the Kotu Strand and it comprised a number of bungalows among clusters of bougainvillea and hibiscus with a semi-open restaurant of simple charm nearby. The owners, a young Swedish couple -

Monica and Stig Bengtsson - were always to hand to make the place a home from home.

Next door the finishing touches were being put to a new Novotel block which looked anything but personal, while further northward along the coast was the Bungalow Beach, another series of self-contained apartments but of slightly larger and more luxurious proportions with a restaurant and swimming pool to match. A little further along lay the Fajara, a lively, friendly apartment-type hotel that serves a very good lunchtime help-yourself buffet to all who happen to pass by.

For the visitor with no "Dr-Livingstone-I-presume" aspirations to explore the interior, the beaches and the hotel facilities combine to offer every ingredient for a restful if uneventful holiday. The restless sea is warm - too warm for my liking, the beach is fine yellow sand, and there are beachside craft shops where basketware and trinkets can be bargained for. Those with a slight excess of energy in spite of the draining effect of the warm humid atmosphere might care to stroll in the coconut palm-fringed coastal mangroves to observe a myriad exotic flowers, plants and birds and so obtain a glimpse of Africa without any of its unpleasant surprises.

Sight-seeing excursions, as we know them in Europe, have yet to become established and the Gambian equivalent is an open lorry drive through the bush taking in a local school, a fishing village and a chief's home on the way to a secluded beach. It is billed as an African safari, but, in practice, the nearest animals to big game to be seen are likely to be antelope and monkeys, together with a multitude of birds ranging in size from vultures to tiny multi-coloured sparrows. Personally I found this excursion, called "Bush and Beach", a thoroughly satisfying day out since it not only covered eastern Gambia but offered an insight into Gambian educational methods and



Holiday makers watching the morning's catch being brought ashore.

Photos Christopher Parry

economic projects. More to the point, everyone involved - particularly the schoolchildren - enjoyed and benefited from contact between tourists and locals.

For anyone prepared to give up one or two home comforts the 21-mile trip up-river to Juffure on the Lady Chiles is a worthwhile experience. The village has changed little since the days of Kunta Kinte and the voyage takes you through rice-fields, orange groves and banana plantations to the famous Haley ancestral home. Another vessel, the Spirit of Galicia, a sailing boat registered at Ilfracombe and crewed by Devon-born Graham Rainey and his wife, will glide you into the creeks of the Gambia River where you'll see pelicans, herons, and osprey as you relax with a cold beer on deck.

Most of the embellishments the British made during their colonial heyday have long since been eroded by the sort of happy-go-lucky indolence which Africa is so adept at maintaining. While the few main roads are surprisingly good the rest are no more than dust tracks while the towns are ramshackle and prone to an over-indulgence of corrugated iron sheeting in place of thatched roofs. Banjul itself is largely run-down and bedraggled with certain European-built edifices such as the Atlantic Hotel standing out like the proverbial sore thumb.

Going "up country", however, in a hired Jeep gives a more edifying view of West Africa. A popular objective is Tendaba Camp, a clutch of thatched rondels where visitors can tuck into barracuda or wild boar around the camp fire after having glimpsed the odd crocodile from a boat among the reed-beds of neighbouring creeks.

Hardly the hair-raising image of "Darkest Africa" perhaps, but few are

the holidaymakers of today who care to share their sun pad with a croc or a hippo. Yet Gambia can offer just that faint touch of adventure to go with the serious business of collecting a tan. Several tour companies, including Thompson holidays and Speedbird, arrange "packages" to and in Gambia. Wings (Travel house, Brookbourne, Kent) have recently introduced comfortable direct flights by DC10 of British Caledonian Charter.



Kotu Strand, a home from home among the bougainvillea and hibiscus

Cead mile failte*

In the Republic of Ireland you are likely to find everything you want for a successful school visit.

by Alison Stancliffe

School parties these days go to some pretty far flung places, but there are still destinations near at hand well worth exploring. One of these, the Republic of Ireland, is on our doorstep.

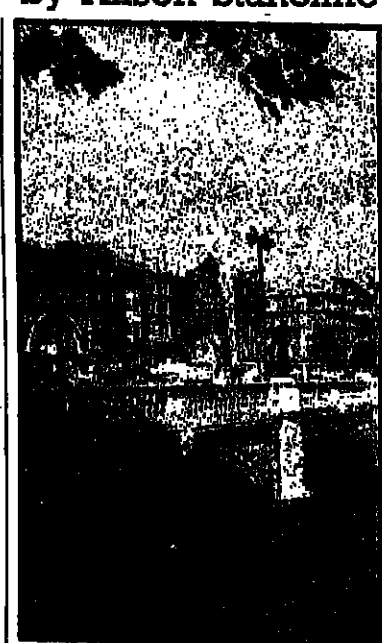
Ireland has tremendous potential for school visits, not just because it's easy to get to, but because unique among our European neighbours it is both foreign and familiar. So whether you're giving your pupils their first taste of "abroad" or you're interested in a different location for studying your particular discipline, it's more than likely you'll find what you want.

The country's geographical position on the edge of Europe makes it special in several ways. Its flora and fauna include many species unique to Ireland. It has geological formations not found on the British mainland.

The Burren in County Clare, for example, is a wild, deceptively barren looking landscape of limestone terraces and deep caves, harbouring rare alpine and arctic plant species. Further north, Lough Corrib and the mountains and islands of Connemara provide a host of varying habitats within a small radius. And on the south coast, Sherkin Island is a fascinating centre for studying coastal geography and marine biology.

All these areas have good facilities for school parties, and expert guides and lecturers can also be provided. One Dublin-based company, Doyle's Coach Tours, runs excellent field trips to different parts of Ireland, including those mentioned.

Connemara is an ideal base for study tours with a much wider focus. Its history is that of Ireland in microcosm, from earliest days to the present day.



O'Connell Bridge, Dublin.

A scattered rural community which has seen famine, emigration and now regeneration, it would make a fascinating case study for social historians and geographers. Old ways and new ventures - such as one of Ireland's new breed of self-help cooperatives, in Letterfrack - can be observed at first hand.

An excellent home-from-home for a study like this would be the Little Killary Adventure Centre, set in unrivalled mountain scenery by Killary Harbour, Ireland's only fjord. The centre, now in its third year of opera-

tion, is owned and run by Jamie and Mary Young, a young British couple with wide experience of trans-Atlantic sailing and outdoor pursuits - Jamie was involved for many years with the John Ridgeway School of Adventure.

Little Killary offers a comprehensive list of activities, from sailing in its specially built traditional Galway fishing boat to rock climbing, windsurfing and sea canoeing. In addition, Jamie can arrange for specialists to teach groups about anything from the geology to the local history of the area. An added bonus for teachers bringing younger pupils is that the Youngs and their five instructors will organize your charges for the whole day and evening, giving you a chance to enjoy the holiday too!

Little Killary is a good example of how one could combine study with an exciting outdoor holiday based in one centre. If mobility is no problem, the possibilities are even more exciting, particularly for historians. The country has a rich cultural and historical heritage which goes well beyond the clichéd images of harps and thatched cottages, and much of that heritage is still visible.

Ireland has a considerable Celtic heritage, from round towers to the Book of Kells. The ancient monastic settlements of Glendalough and Clonmacnoise date from the sixth century. Both have extensive remains, including magnificent examples of high crosses. Many artefacts from the period have been discovered, and can be seen in collections like the one in the National Museum in Dublin.

Ireland's stone and bronze age remains are also worth visiting. Lough

EXTRA

No frills on the Nile

The Sobek was no luxury cruiser but a haven of rest on Diane Spencer's tour of Egypt



Bonnetty Castle, Co. Clare

Cead mile failte

continued

Craggaunowen Project in Clare have faithful reconstructions of dwellings from these periods, and nearer to Dublin you can visit the Boyne Valley, where the Kings of Tara were traditionally buried. The burial mounds there are among the best preserved in the world.

The Boyne Valley is, of course, the site of a famous battle, one of the pivotal points in the long and tortured relationship between our two nations. Tracing that relationship would make a fascinating study tour. Starting with Norman castles such as Kilkenny and going on to explore the Boyne Valley, areas affected by Cromwell's plantations, houses and museums connected with the great figures of eighteenth and nineteenth century Ireland - O'Connell, Parnell, Davitt.

Finally, ending up with the turbulent events of the 1916 Easter Rising and its aftermath - not surprisingly, they're well documented in several museums. The Irish Tourist Board's publication "A Selection of Educational and Cultural Tours for School Groups" would be very helpful in planning an itinerary.

Ireland's literary heritage is also worth exploring. A walking tour of Dublin is one of the best ways to approach James Joyce, whose writing centres on the city at the turn of the century. Dublin has seen massive changes since Joyce's day, but these have been mainly on the outskirts, and the city centre is still the Dublin of *Ulysses*.

The plays of Synge, O'Casey, Behan and Shaw are regularly performed at the Abbey Theatre in Dublin, founded by Yeats and Lady Gregory. Other parts of Ireland connected with Yeats and Synge in particular will vividly bring their work to life - as people who have seen the Lake Isle of Innisfree in Sligo, the Aran Islands or Lady Gregory's Coole Park will tell you.

Several agencies exist with the specific aim of arranging study visits to Ireland, and can tailor tours to suit your needs and budget, including lectures if you want them. Like the centres mentioned earlier, their names and addresses can be found in another helpful booklet published by the Irish Tourist Board, "Discover Young Ireland", which lists many more suggestions for specialist holidays.

Rates for board and lodging are extremely reasonable for school parties. This year, for example, Little Killary is charging about £10 sterling for full board and use of facilities, while the average you would be paying would be about £12. Apart from the wide variety of boarding school and hotel accommodation available, there is a good network of youth hostels for the very budget conscious.

Travel costs tend to be high, but with the exchange rate in our favour, coach hire is definitely worth considering, and there are also some very good discounts available on the sea crossings for rail passengers, particularly out of season. The youth travel department of the Irish Tourist Board will help with any queries about travel and accommodation, and can supply further information about places of interest to school groups.

The Irish have a traditional greeting for visitors to their shores: "Cead Mile Failte" - "A Hundred Thousand Welcomes". If you take a school group to Ireland, whatever size and whatever age, you'll certainly enjoy the experience. So get planning!

Irish Tourist Board Addresses: 150 New Bond Street, London W1Y 0AQ, 19 Dixon Street, Glasgow G1 4AJ.



The cliffs of Moher, Co. Clare

"If the millennium really does come I shall take a good deal of mine on the Nile," wrote Lady Lucie Duff Gordon in 1863.

As I lay on the deck of our little motor yacht, *Sobek*, watching life on the river bank float gently by, I heartily agreed with her.

Fied kingfishers darted among the reeds, men dressed in jellabas, those garments like long nightshirts, prayed on mats in the fields at sunset, goats grazed on rubbish tips, children waved.

The 16-metre boat, said to be the only one of its kind on the Nile, was dwarfed by some of the 80-odd Agatha Christie-style luxury cruisers that ply the river. And it caused much amusement to the camera-mapping blundered bridges on board.

The *Sobek* (crocodile) was a haven of peace and rest for 24 hours in a busy week of sightseeing. The boat usually takes about 10 passengers who rarely use the cabins but sleep under the canvas awning on deck, eat excellent food cooked by the genial Ali Baba and stop to swim and sunbathe from small sandy beaches on the way.

Swim? In the Nile? People do, we were told, and live.

Our travel company specializes in adventurous holidays so we were not too surprised to see a group of hardier types who had eschewed the comforts of *Sobek* to spend three days on a felucca sail trek. No loos, no beds, no galley. They said they were enjoying it.

But every visitor to Egypt must spend some time on the Nile no matter the vessel. Only then can they begin to understand the history and geography of that remarkable country.

For it is this great river that keeps



Cocktail lounge, dining room and dormitory - under 'Sobek's' awning.

the red and gold desert at bay and the vital and so fragile strips of land fertile.

Egypt is an intensely dramatic country. Although every child knows what the pyramids look like and the Sphinx, the pictures are no preparation for their awe-inspiring grandeur. Yet Tutankhamun's tomb is unexpectedly

tiny. How, you wonder, did its contents, now filling room upon room in Cairo's national museum ever fit in?

We began our visit, like most travellers, in Cairo. More populous than London, it is a city of honking traffic, dusty streets and buildings which are either being put up or knocked down. Avoid the sinister black puddles: it scarcely rains there so they are likely to be sewage seeping from ancient pipes.

What a relief to escape to Giza where the desert insects the edge of the city. There the pyramids gleamed gold in the floodlights, just it seemed an arms length from the windows of the stately Oberoi Mena Hotel.

In the daylight they are less perfect with crumbling facades and surrounded by camels, postcard sellers and tourists. A severe attack of claustrophobia prevented your otherwise intrepid reporter from getting all the way to the top of the inside chamber of the pyramid of Cheops. The last scene from *Aida* will never be quite the same, I thought, as I emerged with aching thighs from the steep descent through the breathless tunnel.

continued

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Ireland

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EXTRA



The view from The Old Cataract Hotel, Aswan



The interior of the Old Cataract Hotel, Aswan

No frills on the Nile

From there back to Cairo for an excellent meal of local food in the Felafel restaurant. Fascinating to watch a bright green substance being squeezed through finger and thumb into hot fat and emerge as a tasty, delicate rissole.

A very quick rush through the museum to see, of course, the treasures of Tutankhamun and as much else as possible before catching the 7 o'clock train to Luxor.

This train is specially designed for tourists. Railway devotees would, no doubt, mourn the passing of the steam engine and the Pullman cars, no matter how dirty and tatty. But this made up for its lack of style in air-conditioned efficiency and comfort, apart from the bar musak. We emerged reasonably fed and refreshed in Luxor just after dawn the next morning.

Once the ancient capital of Thebes, Luxor is now a thriving town with the medieval temple of Luxor and Karnak, a bazaar, and, best of all, the ferry to the Valley of the Kings just across the river.

Luxor is a sandstone prevented day-trippers from Cairo landing in Luxor that morning so we could view the tombs in relative comfort. It still seemed pretty crowded by 7.50am as we queued up for King Tut's. But with a little effort it was possible to have a tomb to oneself. Thutmose III 1504 to 1450 bc, for example. Up hill, a wider, then down into the hills. We were rewarded with silence, simple demotic script and a cartouche-shaped chamber.

Karnak, which is reached by horse-drawn carriages from the centre of town (pity the poor horses: apart from kindness to animals) is mind-boggling. One section, the Hypostyle, the guide told us, rattling off the statistics, has 134 pillars, two rows 21 metres high and the rest 18 metres. Unfortunately we saw it in daylight first, then went to see it at night. It is better seen the other way round.

The script may be excruciatingly purple, provoking unseemly mirth among the hardened hacks, but it conveys some idea of the temple's history which is useful for the daylight visit.

Napoleon is to be thanked for making a start on re-discovering Karnak and, only 10 years ago, the avenue of small sphinxes leading from the temple to the Nile was uncovered.

Back in downtown Luxor, that temple has gradually been unearthed over the last 100 years. When Lucie Duff Gordon, a very bright, beautiful, but consumptive lady, spent many years in Egypt for her health, she lodged in a house sited on top of the temple gate. (Her book, *Letters from Egypt*, published by Virago, should be on a potential traveller's reading list.)

After our Sobek respite, Aswan came on the itinerary. It is the most beautifully situated city in the country. The view from The Old Cataract Hotel is spectacular: the Nile dotted with rocks and islands, feluccas, and the Aga Khan's mausoleum over the water.

Aswan has charm and style. Its bazaar is not as varied in offerings as the Khan el Khalil in Cairo but the pace is leisurely with no hard sell. Luxor, by comparison is lawdy.

Egyptians, we found, were friendly and helpful. There is virtually no street crime, but be careful of money changers. The exchange rate for the pound is not as good in banks and hotels as it is in shops or on the street. Don't be tempted to change money in the street. Sleight of hand is common, the tourist police rarely speak English and turn a blind eye to these illegal transactions but shops are more trustworthy.

Although the days were hot in March, we were assured that it is possible, and less crowded, to travel comfortably in the summer. I'm not sure I would like to try Aswan in August, however. Temperatures can soar well above 100°F.

To the more sordid details: various jobs are essential. Although none of our party came down with anything more severe than a five-hour stomach upset, nasty bugs are endemic so palliatives in your luggage are essential. Drink is expensive so take in duty-free. Food, a variation on a middle-eastern theme, can be splendid.

I travelled with Exodus Expeditions, All Saints Passage, 100 Wandsworth High Street, London, SW18 4LE. Their prices for 15 days start around £640.



Lunch time at the camp

A bivvy to remember

Jane Last reports on an adventure holiday

So there we were, cocooned in our sleeping bags in a long line, like sardines in a tin, under the full moon. Our fire still smouldered and gradually children shuffled out of the bivouac nearer to the glowing embers. Beneath the small ridge was an almost sheer drop 60 feet to the lake below. And Danny, they say, sleepwalks.

That evening we had paddled some miles to the bivvy site in Canadian open canoes, beached them in a small cove, carried our kit up onto the ridge and the children collected firewood. James supervised the bivouac, a Bedouin tent sort of affair made from the groundsheet and one canoe all held up with paddles and rope. To say we were comfortable would be to exaggerate. But then comfort is not the stuff of adventure holidays.

We ate *bifteck*, *haché parmentier* (mince and tatties) followed by the inevitable singing round the campfire - a small insignificant party of adventurers perhaps, dwarfed by the grandeur of the High Alps, snowcapped haunts of eagles and falcons, but adventurers nonetheless. Michaela and Emma stoked the fire until the early hours and I felt more content under the stars than under any continental quilt.

We woke, Mediterranean sun on our faces and Danny still with us, packed up the five canoes and paddled east. A black buzzard circled overhead and Ted beat out red-indian rhythms on the side of the canoe. Some of the children had streaked mud warpaint on their faces. Swallows and Amazons had nothing on this.

Within each of us, says Chris Bonington, mountaineer extraordinaire, is the quest for adventure. "Quest", a young company in its first year of operations, aims to stimulate and to some extent satisfy that yearning for the unknown and the great outdoors. Yesterday we walked high into the French Alps and bathed in a pool perched on the edge of the mountain at an altitude 500 feet above Ben Nevis, our highest peak. And tomorrow I was to tackle the torrents of a mountain river in a four man raft, and in an area of France where I didn't hear one other British voice.

I travelled out with 40 children from Bandon Hill Primary School, Surrey, in one of Jeff's coaches complete with video, coffee machine and three drivers. We followed The Route Napoleon south of Grenoble, that taken by the emperor 170 years ago on his extraordinary march across the Alps. And then east into the massive peaks of Les Hautes Alpes reflected in grassy lakes, as far as Embrun and the Quest campsite. We spilled off the coach,

sticky, drowsy and wilted long before and were allowed just five minutes to change and be down on the lake shore for a swim. The children were revitalized in seconds.

The Quest tents were in woodland away from the busy foreshore, near to showers and loos, mostly French-style! We ate breakfast and lunch there and each evening walked down to the restaurant near the waterfront for dinner.

The first morning the children were split into four groups, squirrels, chamois, marmottes and hedgehogs, and their activities began - a full-time programme of sailing, windsurfing, canoeing, hill walking, BMX cycling, volleyball, water polo, archery, the expedition and games organized after dinner too.

The medieval town of Embrun stands at the head of the Lac de Serre-Ponçon created when the Durance Valley was flooded in 1960. Two villages lie submerged beneath the water. Sailing and windsurfing, you may reasonably assume, are sailing and windsurfing no matter where you are. But there is much to be said for 300 days of sunshine a year in mountains just 80 miles north of the Mediterranean Sea. And early morning here is calm but one may set ones watch at 11 o'clock by the constant breeze which blows straight up the lake.

That first day I joined the Marmottes and we learnt to rig a Tomp dinghy sail it up, down, and across the lake, recover a man overboard, capsize it and right it again. After lunch in canoes we practised paddling and steering, we rafted up, capsized, emptied the waterlogged boat and hauled each other back in. This was no holiday for wets or wimps!

Ever seen a Greek on a bike? Since I started visiting Greece, 15 years ago, I have seen Greeks straddling donkeys, mounting mules, revving engines, mooring boats but never pedalling bikes. Cos must be the exception.

On this strangely elongated island, with its lush fertile plains and well-surfaced road, cycling is very popular among locals and tourists alike. Too little remains of the Olympian athlete in the modern Greek, however, for him to bike great distances on the island. Bikes are mainly used, as well as around the island's capital, Cos town, a prosperous harbour town redolent of pine and jasmine, and best known as the place where Hippocrates, the father of medicine, taught.

For the relatively fit visitor who visits Cos in spring - is there any other time to go? - nothing heats a bike. Spring in Greece is not half-hearted; the country vibrates with colour for a few intense weeks before temperatures soar, and on Cos a bike as well as being cheap, silent, and clean, enables the rich riot of insects, birds, butterflies, hedgerows of wild flowers, ponds stocked with turtles and frogs, and over 100 kilometres of glittering shoreline to unfold at exactly the right pace.

In Cos town, bike rental shops painted in that ubiquitous Greek blue are at every turn. No need to compare prices - the £1 daily rate appears standard, and no need to agonize over bike type - they all come blue and Japanese. More complicated is what to stuff into your little wire basket at the front for a five-day trip, and what to leave behind with your obliging hotel owner. Essentials for us - myself, husband and eight-year-old daughter, included warm sweater and jeans for the cool evenings, shorts and T-shirts for cycling, one locally bought map, one camera, small medical kit and umpteen tubes of peppermint - our daughter's favourite sweet.

Adonis from the rental shop stared blankly at our request for a bicycle pump. Apparently, if we got a flat tyre

all we had to do was pick up the nearest phone from whatever goat track we were on, and he would come in his van and pump us up. He made the desolate plains and mountains beyond Cos town sound almost urban.

We cycled along the wide cypress-lined avenues of Cos town past small villas where there was a whole lot of shaking, whitewashing, sweeping and weeding going on - the Greeks thoroughly throw themselves into spring-cleaning, until we reached Cos's one major road, which slices the island from North to South down the middle.

Although experienced cyclists, for the first few miles we had to get used to the Greek drivers' habit of hunking loudly before overtaking, which makes you wobble unsteadily for several seconds in total surprise. It was also several miles before we shook off the day-trippers from town - cycling bunches of Germans and Brits in skimpy swimwear and flip-flops heading for the excellent beaches of Tingaki and Marmari to the west.

Where there was once harmony of landscapes created by traditional island life, tourist fall-out from the charter explosion has settled over Cos in totally random fashion making for strange juxtapositions of old and new.

We cycled past fast-food outlets and simple, traditional tavernas; an ancient goat herder watching his flock from the steps of his super modern villa; and an old crane drawing water from the well of her crumbling cottage in the shadows of a high rise hotel block.

Tingaki and Marmari, although

pleasant enough, were reason to approach any guide to Greece more than a year old with extreme caution. "Sleepy hamlets untouched by tourism" they may well have been when our guide was written, but even on Sunday local builders were throttling the life out of the cement mixers.

After a swim we picked up the main road south again, took a sharp, unmarked, turning right - the sort you whizz by with an engine under you, and there finally was - the real Greece. The old coastal road wound gently through cypress-clad hills, and fields flooded with marigolds, blood-red poppies, cornflowers, clusters of ane-

round the French coast in a 16-foot catamaran. The other instructors are just as impressive.

"We want to encourage children not only to take part in outdoor pursuits but to heighten their awareness of themselves and the environment," says Norman Allum, director of Quest. Group interaction and a willingness to get the most out of any situation is crucial. Wally believes the children learn a lot about themselves during their week in France. "It makes them less selfish, more aware of other people. It gives the less academic a chance to show their worth in front of other kids, whereas in school the brighter children are always favoured," he said. "In this environment none is favoured."

An optional extra planned for next year is a raft descent of the Durance River in conjunction with "05", a French non-profit making outdoor activities centre. We went to try it out on a much faster river high in the little known Vallee de Freissinières where the Blyasse crashes down from the mountains at torrential speed.

We drove to the 05 mountain centre, donned wet suits, life jackets and crash hats and set off in the pneumatic raft with instructors Aereven and Jean-Louis. We rode the white water, as they say, hurtling sideways over the rapids, spinning round jagged rocks, trying to keep stable with our paddles and flattening ourselves double under low footbridges. The descent of the Durance is a more leisurely affair. I believe, with large rafts for eight children and without danger. Afterwards we sipped *guinness*, the liquor of the mountains scented with Alpine flowers.

Next summer Quest also plan barbeques, beach parties and discos for groups of compatible age with youngsters staying at 05.

But for the children it is perhaps the bivvy they will remember most. Mr Kerry Mills, head of PE at English Marryat RC School, Leicester, took a group of 11 - 15 year olds with Quest this summer. "It was something totally different. They canoed down the lake, slept out under the stars. They were self-sufficient and woke up in beautiful countryside - it's given them something to remember for the rest of their lives."

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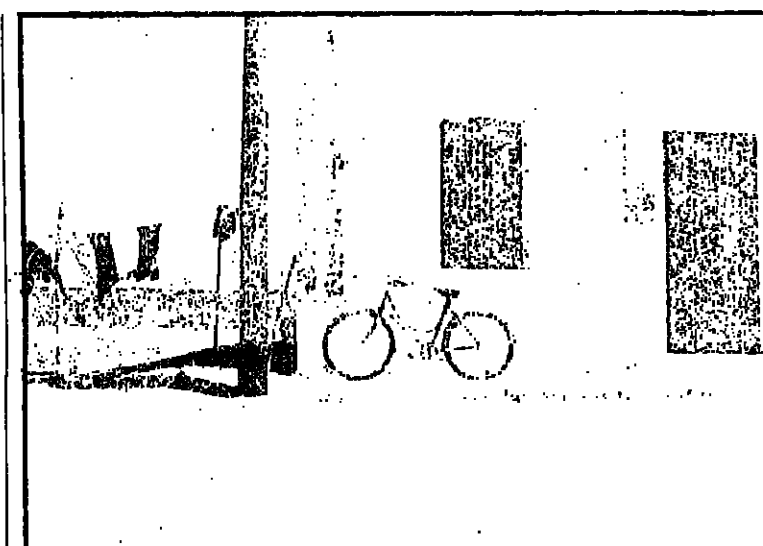
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EXTRA

Transport of delight

Lynn George discovered that nothing beats a bike in Cos in the Spring.



Penny Lane George

approach any guide to Greece more than a year old with extreme caution. "Sleepy hamlets untouched by tourism" they may well have been when our guide was written, but even on Sunday local builders were throttling the life out of the cement mixers.

After a swim we picked up the main road south again, took a sharp, unmarked, turning right - the sort you whizz by with an engine under you, and there finally was - the real Greece. The old coastal road wound gently through cypress-clad hills, and fields flooded with marigolds, blood-red poppies, cornflowers, clusters of ane-

mones and the occasional dazzling white *spierie* - the typical one-storey dwellings.

We had to dismount frequently for the other road users - herds of tinkling goats before reaching the fishing village of Mastihari. Had we not been tired and saddle-sore we would have given the village, with its brand new harbour and pizza bar, a miss. Despite outward progress, however, the villagers had that brand of traditional Greek hospitality nowadays all too often replaced by a certain commercialism in more well-visited spots.

No sooner had we lugged out bags up to our furnished rooms for the

night, when the landlord was on our heels with *ouzo*, glasses, and an invitation to his niece's wedding party that same night at one of the beach tavernas.

His shy young niece and her groom were a curious sight - papered from head to toe in drachma bills pinned to their wedding garments by guests. Together with family and friends they danced the traditional *tsiftli* while three elderly musicians blew up a storm on ancient fiddles. Occasionally, the circle of rhythmic shufflers was abruptly broken by an inept film crew zooming in with arc lamps and cameras recording the nuptials for distant kin in Australia.

Next morning, with a return however, we headed for the southern half of Cos, the lush plains gradually conceding to pine forests, scrub and splendid mountain and coastal views; the area empty save for lone cottages perched on high promontories, and silent apart from the occasional blare of a radio belonging to a young soldier guarding what appears to be a shed and few buildings. Turkey and Cos are within slinging match distance of each other.

Before we turned our bikes round at Kantari, the last port-of-call before the main road peters out, our landlady handed us bunches of wild flowers to tie to our bikes for May Day was celebrated in Cos, like elsewhere, by Greeks hanging flower garlands onto doors and cars, and tearing around the island in packed cars honking more than usual.

Not wishing to run into too many of these we slowly made our way back to Cos town using the perfectly adequate, when dry, unsurfaced road, wending through mountain villages, and past ancient sites. This involved much frequent stopping and pushing, however, but after all the climbing there was always a "Whew", waiting. A "Whew" that often replaced by a certain commercialism in more well-visited spots.

No sooner had we lugged out bags up to our furnished rooms for the

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EXTRA

FRANCE

A bas les autoroutes!

by Frederick Cosstick

Those misguided enough to want to spend 11 days in St Tropez out of a 14-day motoring holiday in France will continue to join the lemming race at 80 miles an hour up and down the Autoroute du Sud. The older and wiser traveller no longer does that sort of thing. There is a new revolution against the motorways, and the wisdom of the age is being taken up as a general battle cry. "Stay clear of the autoroute, the autoroute, the autoroute, whenever you can."

Travelling from Dieppe to Paris, which I do so often, I long ago abandoned the quick road down to Rouen, the slow crawl through that city, and the chase down the Autoroute de l'Ouest to the almost inevitable jam close to Paris. It is so much pleasanter going down through Forges-les-Eaux. Have you ever passed down the rose-bush lined street of Serfontaine, lovely name, when the flowers are in bloom, or stopped for refreshment in the old town of Gisors and visited its fine old church, bright and clear after its recent cleaning?

After Pontoise, where the Paris sprawl begins, you accept the convenience of the fast road which takes you quickly down through the modern fantasies of La Défense, through Neuilly and up the Avenue de la Grande Armée to the Arc de Triomphe.

Leaving Paris for the south, it would be foolish not to use the Boulevard Périphérique and the beginning of the Autoroute du Sud to escape from the suburbs and the unsightly new towns and industrial ghettos. But beyond

the forest of Fontainebleau, you can leave the lemming race and cut down through Montargis to Briare, then follow the Loire upstream to Sancerre.

Perched on its conical hill, surrounded by vineyards, it is the loveliest place, entirely given up to the production of its excellent wines, whose praises have been sung so often that their price has gone up through the roof. Gone are the days when one used to buy from the local cellar at five or six francs a bottle, but it is still a good buy at about 22 francs. Not far upstream, at Pouilly, you can also stock up on Pouilly Fumé, at just a little more per bottle.

You are now on the edge of the Morvan and can cut through country lanes to Clamecy, a charming old town which has strong historical links with Bethlehem, whose bishops took advantage of the refuge at Clamecy offered them by William IV of Nevers when they were driven out of Palestine by the Saracens in 1225. It was also the birthplace of the novelist Romain Rolland, and of an intrepid youth, André Giroud de Villedieu, who accompanied Plétre de Rozier on the first balloon flight over Paris on October 19, 1783. There is a good, old-fashioned and moderately priced hotel, the Hostellerie de la Poste, which makes a good base for exploring the region.

This is Charollais country, and in all the fields you see the beige-white solid cattle which provide the best beef to be found in France. In a day you can drive down through quiet country roads to Château-Chinon, the striking ancient



Saint-Germain-en-Laye (above). From an original woodcut by Richard Cole

capital of the Morvan, down to Autun, and back via Avallon to the outstanding experience of Vézelay, perhaps second only to Chartres, though poles apart.

Château-Chinon is a "small town of great renown", as its motto says. A natural fortress, it was fortified successively by the Gauls, the Romans, and the dukes of Nevers who built the castle. From the Calvary above the town is a wide-ranging view of the whole countryside around.

An exciting road leads down to the valley spreading towards Autun, the Augustodunum of the Romans, dominated since the twelfth century by the magnificent cathedral, St Lazare, with its fine tympanum and other

sculptured decorations by Gislebertus, dwelt on with such enthusiasm by Lord Clark, in his television series *Civilization*. Autun is a fine old town to wander in, and you can refresh yourself in a café opposite the magnificent black and gold railings of the Lycée Bonaparte, where Napoleon studied in 1779, before going off to the military academy at Brienne.

At Avallon there is another reminder of Napoleon. If you are sufficiently in funds, and reserve well in advance, you can eat a Michelin two-star meal in the very hotel - another Hostellerie de la Poste - in which Napoleon stayed on his way back from Elba at the beginning of the Hundred Days. In this region it is a must to make a Charollais steak the centrepiece of the meal,

accompanied by a fine Burgundy, perhaps Napoleon's own favourite Gevrey Chambertin.

The day I describe finishes with the most glorious of many fine experiences - the basilica of Vézelay, on the crest of a spur, dominating the surrounding countryside. For some it might rival or even surpass Chartres, but they cannot really be compared, only contrasted. From its tympanum, finer still than the much-vaunted one at Autun, into its high-soaring brightly lit nave, with the sun streaming in through its clear windows, it is the antithesis of the dark religious mystery of Chartres, a completely different experience. For me Chartres may have it, but it is rather like arguing for Beethoven against Bach.

There are markets every day in Saintes but this may be the morning (Wednesday and Saturday) to catch the best one in the square alongside the Cathedral of St Pierre. It embraces both a roomy modern food hall and open-air stalls in perplexing variety - parrots, peaches, petticoats, pottery ... you name it.

The range and quality of food encountered in France is one of the delights of a holiday there and it is well captured in the covered-in market. The character of the pig, then, down neighbouring aisles are heaped the fruits of the sea. Mounds of mussels and oysters are flanked by long-legged crustacea, some still writhing. All proclaim the placards, were caught during the previous night (we are only 30km from the Atlantic) and one longs to get them in the pan or whatever. Instead, it's a case of swallowing hard and moving to the next practical quarter where the massed cheeses lie in wait for the picnicer. And then it's only a few steps to the fruit and veg where again the variety bewilders.

If you haven't bought too much produce, now might be the time to visit the cathedral. It was built in the fifteenth century and its most notable feature is the vast bell tower which dominates the town. Alas, the fabric is not in good repair: some of the flying buttresses have parted company from the walls they should be supporting, and the clock gave up the ghost at seven forty-seven.

For our final afternoon there is a choice of itinerary. We can return to the east bank and visit the Abbaye Aux Dames, a foundation dating back to 1047. Alternatively one could stay on the west bank and explore, according to taste, the numerous antique and curio shops around the cathedral, the beautifully restored Musée Des Beaux Arts in the Rue Victor Hugo or the Bibliothèque in the former Hôtel Martineau with its tranquil garden.

Another possibility is the open-air swimming pool by the river. No! Some last-minute shopping perhaps. Or why not stay another day and visit them all?

Saintes alive

by Alan Proud

Nowadays it is a charming town with an old quarter which has been sympathetically restored and decked with flowers. It sits astride the river Charente, a mere *sous-préfecture*, a backwater, Napoleon having taken away its designation as departmental HQ and given it, by "arbitrary decree" as the Saintons say, to La Rochelle, 70km to the northwest.

Take my advice. Linger awhile. Settle a little more firmly into one of the 17 hotels (room from Fr45-280); dine at one of the 29 restaurants (menus from Fr28-150); then follow my suggested programme for your three-day stay.

Day 1
Begin at the beginning. Make your way to the Office de Tourisme on the east bank of the river, next to the Jardin Public. Here you can pick up some of the excellent publicity material, maps and guidebooks which are freely available. You are then ready to begin your tour for hard by the office is the earliest and most notable monument, the first century AD Triumphal Arch dedicated to Tiberius, Germanicus and Drusus.

The arch looks in surprisingly good condition but reference to the guidebook shows that it was moved here from the Roman bridge which used to link the two sides of the town. Other Roman remains are housed in the nearby Archaeological Museum where columns and cornices have been re-erected to give the impression of a lofty hall. Here are displayed the altars, busts and capitals which have come to light over the centuries.

After a cultural morning, it is pleasant in the late afternoon (remember the French take double time off for lunch) to wander round the shops in the neat honeycomb of streets between the Quai de la République and the Rue Alsace Lorraine. Most of the area is now a pedestrian precinct, a concept

that has been adopted enthusiastically in France. There is the difference, however, the Charente is not to be completely thwarted and you must look out for the odd car which penetrates the warren and, more particularly, the motor bikes which buzz about like bluebottles.

In the evening, a leisurely dinner and a stroll by the dark-green Charente will be the perfect epilogue. **Day 2**
Picking up the historical thread again, our first objective will be the Roman arena. This lies within easy walking distance and you must reach it by the river and the west of the town and is best reached from the rear by a climbing and encircling movement via the Rue Bourignon. The more obvious frontal approach along the Avenue des Arènes leads only to a frustratingly locked gate. In its heyday the arena held 20,000 spectators but nowadays, with its grass-covered slopes, one needs considerable imagination to visualize it thronged for some pagan festival.

Continuing our great circle, we can return to the centre of town by way of the Rue Saint-Eutrope, stop off to view the imposing church dedicated in 1096 to the first Bishop of Saintes. He was martyred on this spot and his tomb lies in the crypt, one of the most beautiful in France.

In the afternoon, as a change from walking, it may be possible, depending on the schedules, to take a river trip on a *bateau-mouche*. Sometimes it cruises upstream to Cognac, allowing time for a visit to one of the brandy houses there, both Hennessy and Martell being handily placed by the quay. In the other direction it makes its way towards the sea, terminating perhaps at St Savinien. During the rhythmic progress one has time to appreciate the calm of the Charentais countryside, especially when passing under the bridge carrying the A10 autoroute. **Day 3**

FRANCE

The Briançonnais in summer

by Anthony Earl

Briançon presides over three majestic valleys from a spur of the French Alps. Its hinterland, thronged with sportsmen in winter and with rambles and campers in summer, and strewn with cottages where French, and, increasingly, British families like to spend a restful holiday, is capacious enough to take them all and remain unspoiled. In summer, the grey streets of the old town are lively but not claustrophobic, alpine pastures glow with plants, and footpaths lead - but beware, in places treacherously - to glistening summits.

To reach this town, at the same altitude (4,300ft) as Ben Nevis, you need a small taste for adventure. A road from Grenoble takes two hours over the Lautaret pass, usually by two means invariably, open throughout the year. The small resort of La Grave affords an imposing view of that most regal of all French summits, La Meije (15,000ft). A cable-car in year-round operation takes rambles and skiers up to the 11,000ft level for one of those views of countless snow-capped peaks that always overwhelm spectators.

This area is included in the huge terrain of the Parc National des Ecrins. Reached from Briançon on a side road is La Bérarde, the hamlet used as a centre for the Oisans area by walkers and climbers. An easy walk for the uninitiated leads over a steep hill and a glaciated valley to a refuge from where 14 glaciers grope down, including several on the sinister southern face of La Meije herself. With an observant eye and a pair of binoculars, you may glimpse an eagle or a chamois.

By overnight train from Paris, the second route into these mountains, travellers enjoy final hours in the dawn, when the *curall* coaches cautiously trundle round double bends, pause at summits, and then race towards Briançon itself along a broad valley overtopped with sparkling peaks.

This journey fosters your sense of intertidality, for it is an old military route, across which conscripts have trod since the seventeenth century; not to mention Hannibal, whose most likely route to Rome crossed the Montgenèvre pass down into Piedmont.

The once crucial position at a weak point in the Alpine ramparts has had two effects. One is a sense of separateness: in the Middle Ages the town and surrounding villages were semi-autonomous, because the rulers of Savoy and France knew better than to attempt control of indomitable mountain folk. The other is architectural.

Such a position could not last in the France of Louis XIV without being fortified. The great Vauban surrounded the town with impregnable double walls, and fortified every other commanding point in the valleys. At its height in the First World War, the garrison of 10,000 quadrupled the native population, and is still the home base of the crack regiment *Les Chasseurs Alpins*.

Inside that granite circle, rambling stone tenements, now undergoing restoration, tower above quaint alleys. Along two main streets that descend steeply towards the southern gate trickles a stream that, for Vauban and his predecessors, provided water-supplies and fire-precautions. Inevitably souvenir shops abound, but alongside them you discover cafés selling ingenious fruit drinks, and potteries and herbalists.

Last year I attended a superb recital for organ and trumpet in the sonorous Collegiate Church (itself a Vauban creation perched on the walls), and watched a breakneck ice hockey match

in the international standard rink. But first and foremost in the Briançonnais you enjoy mountains. Because of its southwards aspect it basks in a Provencal climate, and often enjoys 300 recorded days of sunshine.

One walk to get in trim leads over the meadows to the tenth century church of St Pierre, where internal fittings display the taste of eighteenth century peasants for clumsy baroque. From the cemetery perched on the cliff edge, admiring the vastness of the landscape and then ascend over pastures, through increasingly rocky terrain, splashed with stonecrop and ranunculus, to Notre Dame des Neiges, a pilgrimage chapel that serves as a junction for high altitude trackways.

North of the town stands the Fort de la Salette, a Vauban redoubt now being imaginatively restored. From there a path hairpins steeply through pinewoods, (watch out for pine flowers like the lesser broomrape), to a look-out over the amazing network of fortresses that once sealed off these valleys from invaders. Bloodcurdling

enough in summer, winter conditions in unheated barracks must have been appalling, and doubly painful for conscripts who had crossed the passes on foot. In meadows beyond, look out for scented orchids and Lady's Slipper, both rare in Britain.

The Briançonnais is threaded by a network of long-distance paths, part of the numbered system covering the whole of scenic France. GR5 (Grande Randonnée) climbs up the superb Nevache valley past rough seasonal villages where grassy paths serve as alleys. Cottagers sell local honey in 2kg pots and, for a price, queen bee jelly and honey-based cosmetics. Camping in the wild is allowed by the *mairie* in certain spots such as the greensward that spreads down to an idyllic waterfall.

For a GR route, take a large-scale map, and be certain which stretches you intend to cover while points of GR5 follow a woodland track, others climb through cliffs in the mountain wall. Beware of the sun - at 7,000ft the air is a tonic, but the glare burns you raw in two hours.

I first saw St Véran, just after the thaw, when snowdrifts were dripping in shaded corners, and wild crocuses were breaking through the flattened meadow-grass. Towards the Piedmontese border, and also at 7,000ft, this weird but attractive village, of some 200 souls, claims to be the highest *commune* in Europe. Snowbound for seven months of the year, life has evolved to make isolation a virtue: sheep farming in summer, woodcarving indoors in the winter dark.

Between St Véran and Briançon, spectacular rock formations decorate the desolate limestone gorge of Queyras, dominated by its castle and fortifications. Unfriendly within living memory, its uncompromising way of life has been related, for readers of French, in Emile Caillet's well-known *Une Soupe aux Herbes Sauvages*. Rightly, this area also belongs to a national park: another of Europe's great landscapes.

Les grandes illusions

by John Bell

Is it purely my imagination or did every person in England, connected with education, spend some time this summer in France? Among our circle of teacher friends, it seemed impossible to find anyone who was not camping, glamping, or au-berg-ing somewhere in that country. (The sole exception has actually emigrated to start a brass band in Reykjavik, but then this is a little extreme in any circumstances.) They have all returned with diverse tales, tall or otherwise, about their varied experiences. All are different, but they share one salient feature - they sound far more interesting than mine.

This adds to my growing sense of failure, as a traveller, a feeling I encourage, like picking a spot, by insisting on reading numerous books on travel last year a couple of the excellent Eric Newby (*Love and War in the Appennines* and *A Traveller's Life*). Now I know that if one wishes to be compared to the likes of Mr Newby, one should not set off to a packaged glite conducted by Brittany Ferries. As the Celt from the West said: "If you want to go there, you shouldn't start from here." Indeed, I can convince myself that being unable to rival a professional traveller is no shame, but surely I should be able to feel a sense of pride in my own more modest achievements when alongside those of friends? Alas no.

Fortunately, I am able to provide an explanation for this - my travelling companions, to wit my wife Elizabeth and an old friend, Eileen, who frequently accompanies us on these forays. The problem lies in the essentially different expectations each of us has of a holiday. Eileen's are the most simple. Her first and usually sole interest in the natives is their answer to the question: "Ou est le *sanjour*?" The anxiety either makes or destroys her holiday. Her second demand is that she be supplied at frequent intervals with large quantities of the local alcohol. This attitude, I am convinced, is one recipe for a successful traveller/holidaymaker, that is effectively not to holiday.

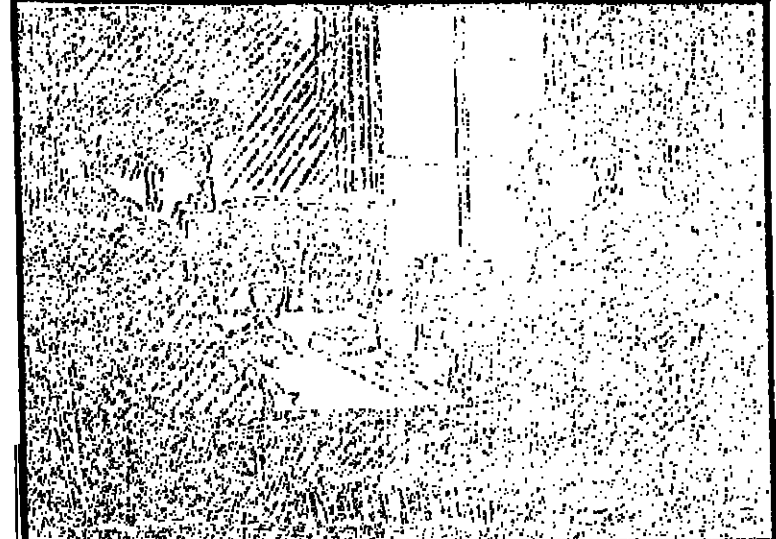
For myself, from my first modest appearance as an item on my wife's "list of things to be packed in the car" my role is essentially a defensive one. I do, however, like sitting around doing very little. Consequently I am assailed from all sides: "Why are you wasting this lovely sunshine?" or "Are you going to sit there all day? The Chateau closes at midday?" Usually I go to the Chateau. I like old buildings, though I don't really want to know anything about them, especially before I go. But when in France I can never resist the lure of a guided tour. Not that I have any notion about what is being said to me, though occasionally I have been almost cross-examined by the guides who just to impart knowledge to me and fear, correctly, they are falling. But quite simply, I love watching them.

This, in fact, gives some clues as to why I am so often found in the company of my wife Elizabeth and an old friend, Eileen, who frequently accompanies us on these forays. The problem lies in the essentially different expectations each of us has of a holiday. Eileen's are the most simple. Her first and usually sole interest in the natives is their answer to the question: "Ou est le *sanjour*?" The anxiety either makes or destroys her holiday. Her second demand is that she be supplied at frequent intervals with large quantities of the local alcohol. This attitude, I am convinced, is one recipe for a successful traveller/holidaymaker, that is effectively not to holiday.

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EXTRA



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Each entry includes contact name, address, telephone number, the nature and size of the centre, facilities available at the centre and the local area, plus any other relevant additional information.

If you plan holidays with young people this book is a must. Available from the T.T. Resource Centre, 100, The Quadrant, Brighton, BN1 1ST. Tel: 01273 200000. Price £1.50 incl. p. & p.

TRACKS

SARAFI & EXPEDITIONS

2 weeks 2390, 3 weeks 2225, 4 weeks 2100, 5 weeks 1975, 6 weeks 1850, 7 weeks 1725, 8 weeks 1600, 9 weeks 1475, 10 weeks 1350, 11 weeks 1225, 12 weeks 1100, 13 weeks 975, 14 weeks 850, 15 weeks 725, 16 weeks 600, 17 weeks 475, 18 weeks 350, 19 weeks 225, 20 weeks 100.

TRANS AFRICA

18 weeks 2390, 19 weeks 2225, 20 weeks 2100, 21 weeks 1975, 22 weeks 1850, 23 weeks 1725, 24 weeks 1600, 25 weeks 1475, 26 weeks 1350, 27 weeks 1225, 28 weeks 1100, 29 weeks 975, 30 weeks 850, 31 weeks 725, 32 weeks 600, 33 weeks 475, 34 weeks 350, 35 weeks 225, 36 weeks 100.

WEST AFRICA

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Les grandes illusions

continued

my own approach to travel. It is essentially that of an anthropological estate agent. My own real failures begin here. My desire to "get the feel of the people, Wilbur" stems from the endless travel books previously mentioned: their authors roving questing in the desert eating sheep's eyeballs with noble sheikhs mourning the passing of former days; or discussing the nature of life and the human condition with some son of the soil in an unspoiled rural area.

My problems here are legion. I have never met a sheikh and if I did he would probably be driving a Golf GTI in a traffic jam on the M1. Consequently, he would probably be more into cursing the Department of the Environment rather than bemoaning the demise of a golden age.

I have seen lots of arcanian French rustics, though admittedly riding rustic Peugeot mopeds - but the trouble is I can't understand a word they say. This somewhat limits discussions on the nature of life. In consequence I walk like a ghost among these people, able to communicate only by either idiotic or fractured vocabulary that convulses them more than they do me.

Having failed in my studies of human nature, I am then carried away with my second dream, to buy a house abroad and live there part of the year. So often on the dust jackets one reads: "Rafe Browning lives in Chelmsford and the Dordogne" or "Jeremy St John divides his time between his house in London and his farm in the Auvergne". How splendid it would be to read: "Jon Bell spends part of the year (50 weeks) in Milton Keynes, and the rest (2 weeks) in his cottage at St. Thibault in Southern Gascony".

Now one would think that being unable to understand the language and being without the time or the means to indulge in such things, would be a sufficient deterrent. Not a bit of it. The entire holiday is spent looking at the most inappropriate properties as we speed past. The sign of a house a *verre* is enough to remove an inch or two off the brake pads. Foolishly, I am encouraged in this by my companions.

My wife sees the opportunities to expand her planning to previously undreamt of levels whilst Eileen sees years of free sun lounging ahead of her. But it is all useless; the very thought of negotiating with some wily Gaul for the sale of his property sends shudders down me. Far better to



Original watercolour by Richard Cole

dream, and much cheaper.

Needless to say, the likes of Mr Newby never seem to be afflicted by this type of problem. He is confronted by ticklish situations such as facing a charging bear while out hunting with the son of an Indian Nawab. To me this seems a piece of cake when compared to facing up to an enraged M Chuseau, the gite owner, in order to explain that we've broken the handles off two of his cups. Furthermore, the said son of the Nawab had an expensive hunting gun to hand, regrettably this did not feature on our "things of use in the gite" list.

You'd think we'd learn, but we don't. Already my wife is thumping her way through our "Free from Britanny Ferries Road Atlas of Europe". Eileen is discussing her winter sun-lamp treatment ("so I don't burn next summer, my dear"). Me? Oh, I suppose I will lay in stocks of books with titles like "With a Canary to Lhasa" and I must check out that estate agent in Perigueux where my friend said he's seen waterfalls with 20 acres going cheap.

The best thing is that for a mere two weeks of this hell, you get the other 50 to dream in.

Staying on the surface

A reluctance to fly took Marsha Hanlon to Greece by train and boat

Island-hopping in Greece is tempting, but there are all those European cities still unvisited. What about a relaxing cruise sunbathing on deck while dolphins frolic in the sea? With a bit of planning and a firm belief that getting there is half the fun, you can have all three for the cost of a package holiday.

It was a reluctance to fly that started me thinking about other forms of transport. With timetables from British Rail and boat schedules from the Greek tourist office, I worked out rail and sea routes. That was in 1980. Since then I've made several similar journeys, in May or September. Stopover cities and Greek islands vary, but each trip follows the same mix of train and boats as the first one.

We started from London's Victoria station: after the Channel crossing, another train waited at Calais. Ancona, halfway down Italy's Adriatic coast, was our destination. Comfortable ships leave from here for Patras in Greece, a cruise of two nights and a day.

But first, having spent the night in a six berth couchette, we arrived at Bologna. Breakfast in an outdoor cafe was followed by a stroll around the cathedral, park and museums. By mid-afternoon we were ready for the three-hour train ride along the Italian coast.

Between checking in at Ancona's maritime station and going aboard, there was time to see the town and stock up on cheese, fruit and wine. After a welcome shower in our cabin

we watched from the deck as a pilot boat led our ship out of the harbour. For those still energetic enough, a disco in the bar continued into the small hours, with bopping gradually giving way to Greek dancing by passengers and crew.

The next day was spent around the swimming pool, followed by dinner in the ship's restaurant. That evening the disco was preceded by holiday-camp style games. Here, though, the master of ceremonies explained the rules of pass-the-orange in five languages. (Another time, travelling alone, I shared a cabin with three other women. None of us could speak any other language.)

From Patras there are ferries to the Ionian islands. We opted, instead, for a coach to Athens. There we stayed the night, then steamed off to a wider choice of islands in the morning. Off season, people wait at the dock to offer rooms for a few pounds a night. Often these are delightful places, but it's wise to look before accepting.

After 10 days slipping ouzo on various beaches, we repeated in reverse the mini-cruise from Ancona. Going back, the train journey through Italy was broken at Parma for a meal of prosciutto and melon. The romantic city, home of Verdi and Toscanini, provides a feast of opera, paintings and parks. With Parmesan cheese from the market to bring home as gifts, it was back to the railway station and England.

As an alternative to repeating the same sea journey, I once got a Yugoslav ship from Corfu to Rieka, stopping at Dubrovnik, Split and several islands. Then the train trip home included a couple of days at Salzburg. Endless variations are possible: one year I went to Greece via Venice, stopping on the way back at Lake Como.

Whatever your route, the following tips are useful:

1. Avoid spending more than 24 hours on a train without a break.
2. Take plenty of food.
3. Arrange return train times and couchette when you book your outward trip; otherwise, you could spend your last night of holiday standing in a crowded corridor.
4. For a short stay in a city, store all but essentials at the station's left luggage office.
5. In cities, hotel rooms are often easy to find at 9 am but difficult by midday.

How to Travel: Sejour return train fare between London and Ancona is £122.10 most days, plus £6.10 for each couchette. The National Tourist Office of Greece (198-187 Regent St, London W1) has a list of ships between Italy and Greece.

On Karagioris Lines (38 King St, London WC2), Tel: 636 8810, a two-berth cabin during high season (which continues to mid-October) is £70 per person, on one way. Similar accommodation on Strada Lines (82 Heath Road, Caterham, Surrey, Tel: Caterham 48911) is £43 low season (which includes September and October) or £69 for an inside cabin without private facilities.

education away

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Argyll

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SCHOOL VISIT TO PLAN

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The next 'Travel Extra' will appear on Friday, September 28th.

To place your advertisements in both the Extra and the Weekly Travel columns please contact

Caroline Chance on

01-253 3000 ext. 223

PRIMARY DEPUTY HEADSHIPS

continued

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
Required for January 1985.
This group 3 school, currently in the process of being converted to a primary school, has a Headship vacancy. The successful candidate will be responsible for the school's development and will be expected to take on a leadership role in the community. The school is a large, modern building with a good reputation. The successful candidate will be expected to have a minimum of 10 years' experience in primary education and to be a member of the NUT. The salary is £10,000 per annum. Applications should be sent to the Education Officer, Barking and Dagenham Education Office, 100, The Quadrant, Barking, Essex. Closing date: 21st September 1984.

BRADFORD
CITY OF BRADFORD
METROPOLITAN COUNCIL
GREENFIELD REMEDIAL CENTRE
Required for January 1985.
The Centre supports mainstream schools by accepting full or part-time according to need. The successful candidate will be responsible for the Centre's development and will be expected to take on a leadership role in the community. The Centre is a large, modern building with a good reputation. The successful candidate will be expected to have a minimum of 10 years' experience in primary education and to be a member of the NUT. The salary is £10,000 per annum. Applications should be sent to the Education Officer, Bradford Education Office, 100, The Quadrant, Bradford. Closing date: 21st September 1984.

CAMBRIDGESHIRE
NORWICH COUNTY
PRIMARY SCHOOL
Required for January 1985.
The school is a large, modern building with a good reputation. The successful candidate will be expected to have a minimum of 10 years' experience in primary education and to be a member of the NUT. The salary is £10,000 per annum. Applications should be sent to the Education Officer, Cambridgeshire Education Office, 100, The Quadrant, Cambridgeshire. Closing date: 21st September 1984.

CAMBRIDGESHIRE
HUNTINGDON AREA
HUNTINGDON COUNTY
PRIMARY SCHOOL
Required for January 1985.
The school is a large, modern building with a good reputation. The successful candidate will be expected to have a minimum of 10 years' experience in primary education and to be a member of the NUT. The salary is £10,000 per annum. Applications should be sent to the Education Officer, Cambridgeshire Education Office, 100, The Quadrant, Cambridgeshire. Closing date: 21st September 1984.

BUCKINGHAMSHIRE
WYCOMBE AREA
DANESFIELD COUNTY
PRIMARY SCHOOL
Required for January 1985.
The school is a large, modern building with a good reputation. The successful candidate will be expected to have a minimum of 10 years' experience in primary education and to be a member of the NUT. The salary is £10,000 per annum. Applications should be sent to the Education Officer, Buckinghamshire Education Office, 100, The Quadrant, Buckinghamshire. Closing date: 21st September 1984.

BUCKINGHAMSHIRE
HUNTINGDON AREA
EYNSBURY CEIC
PRIMARY SCHOOL
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SECONDARY HEADSHIPS

(continued)

ilea Inner London Education Authority

HEADSHIPS

CROWN WOODS (SM) SCHOOL
Riffield Road, Eltham, SE9 2QN

Applications are invited from suitably qualified and experienced teachers for the headship of this school which will become vacant on 1 January 1985 following the retirement of the present headteacher, Mr D.C. Davies. Roll 2136. Burnham group 14 plus Inner London allowance, situated in a pleasant suburban setting, this is the largest school in the Authority and includes a boarding house currently providing accommodation for 118 pupils.

JOHN ROAN (SM) SCHOOL
Maze Hill, Blackheath, SE3 7UB

Applications are invited for the post of headteacher from the summer term 1985 on the retirement of the present head, Mr A.J. Taylor. Roll 1040 Burnham group 11 plus Inner London allowance, 6 form only, mixed, comprehensive (voluntary controlled, non denominational), serving the Greenwich area and as part of the Roan Schools Foundation its history dates back over 300 years. 5th form co-educational with neighbouring schools in accordance with divisional policy. Candidates should have good academic backgrounds with proven records of achievement in the education service. The successful candidate will be sympathetic to the educational policies of the ILEA and conversant with the new initiatives for curriculum development throughout the secondary age range and will be expected to show high qualities of leadership and inspiration to head a new management team and to motivate both staff and pupils.

WATERFIELD (SM) SCHOOL
Waterfield Close, SE28 8AT

Applications are invited for the headship of this school which will become vacant on 1 January 1985, following the retirement of the present headteacher, Mr A.J. Taylor. Roll 463. Burnham group 8 plus Inner London allowance. The open plan design of the school facilities flexible organisation that includes team teaching and integrated approaches to the curriculum.

Please send full curriculum vitae for application form and further details of the above posts to Education Officer, ED/7910, County Hall, London SE1 7PS. Closing date for the return of completed forms 28 September.

Southwark Diocesan Board of Education
BACON'S CE (SM) SCHOOL
Delford Road, Bermondsey, SE16

Required in January 1985
Headteacher, Burnham group 10 plus Inner London allowance. The school is a 6 form entry voluntary aided Church of England 11-18 mixed comprehensive school. 925 on roll.
The post of headteacher will become vacant on the retirement of the present head. Applications are invited from committed Christians with relevant qualifications and experience.
Further details and forms of application from the Clerk to the Governors, 48 Union Street, London SE1 1TD. Closing date 28 September.

JFS (SM)
175 Camden Road, NW1 9HD

Roll 1336. The governors invite applications for headship which will become vacant in April 1985. The school is an 8 form entry mixed Jewish Voluntary Aided school (Burnham group 12 plus Inner London allowance) maintained by the ILEA. The governors are seeking to appoint a qualified experienced and dynamic headteacher who will further the school's standard of general education as well as Jewish studies and modern Hebrew.
Applicants should have proven managerial skills and preferably curriculum development experience for a school with an intake of a full age range of ability.
Application forms and further particulars of the school are available from Mr Nathan Rubin, FCB, Hon. Correspondent, 62 Highfield Avenue, NW11 9TY, to whom completed forms should be returned by 2 October 1984.

ST AUGUSTINE'S CE (SM) SCHOOL
Oxford Road, NW6 5SN
Tel: 01-328 3434

The governors invite applications from well qualified and experienced teachers who are practising members of the Church of England for the headship of this 4 form entry, mixed, inner city comprehensive school. Roll 680. Burnham group 9 plus Inner London allowance plus £201/278 special priority allowance. Set up in 1969 under the retired headteacher, Mr G.M.S. Keen, the school is successful and forward looking and there is scope for further development of the existing co-operative arrangements for the 16-19 age range. The appointment is for January 1985.
Further information and application forms available from the Clerk to the Governors (HT), at the school. Closing date for the receipt of forms 21 September 1984.

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CYNGOR SIR GWYNEDD
COUNTY COUNCIL

ADRAN ADDYSG

YSGOL DAVID HUGHES, PORTHAEHWY
(Cyfun 11 - 18: 1380 o ddoloybilon)

PRIFATHRO/PRIFATHRAWES

Gwahoddiwr cefnogaeth ariannol i'r Prifathro/Prifathrawes i Ysgol David Hughes, Porthaehtwy, 1 doeddiwr dyfodolwyr ariannol i'r llofnod 1985 neu gynnwys ysgolwyr wedi hysbysu. Gwybodaeth o'r Gymraeg yn hantodol. Cyfio Prifathro Grŵp 12. Ffurflen canol a manylion pellach oddi wrth y Cyfarwyddwr Addysg, Gwyddfa Addysg, Llan Preetley, Caernarfon, Dyddiad ddiwedd y cyfnewid y 24 Medi 1984.
(The above is an advertisement for the post of Headteacher for Ysgol David Hughes, Porthaehtwy, knowledge of Welsh essential.)

Gwilym E. Humphreys
Cyfarwyddwr Addysg
(1989)

BROMLEY

LONDON BOROUGH OF

KILBEY PARK SCHOOL FOR BOYS

Kilbury Way, Beckenham, Kent

BES 367

TEACHER GROUP 11

Applications are invited from

suitably qualified and experienced

teachers for the headship of this

school which will become vacant

on 1 January 1985 following the

retirement of the present headteacher,

Mr D.C. Davies. Roll 2136. Burnham

group 14 plus Inner London

allowance, situated in a pleasant

suburban setting, this is the largest

school in the Authority and includes

a boarding house currently providing

accommodation for 118 pupils.

Application forms and further

particulars of the school are available

from the Clerk to the Governors,

48 Union Street, London SE1 1TD.

Closing date for the return of

completed forms 28 September.

1984.

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EALING

LONDON BOROUGH OF

GREENFORD HIGH SCHOOL

Greenford, Middlesex UB6 9RX

Headship Group

Applications are invited from

suitably qualified and experienced

teachers for the headship of this

school which will become vacant

on 1 January 1985 following the

retirement of the present headteacher,

Mr D.C. Davies. Roll 2136. Burnham

group 14 plus Inner London

allowance, situated in a pleasant

suburban setting, this is the largest

school in the Authority and includes

a boarding house currently providing

accommodation for 118 pupils.

Application forms and further

particulars of the school are available

from the Clerk to the Governors,

48 Union Street, London SE1 1TD.

Closing date for the return of

completed forms 28 September.

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Wiltshire HEADSHIP

Pewsey Vale Comprehensive School,
Wilcot Road, Pewsey, SN9 5EW
Groups

Applications are invited for the Headship of Pewsey Vale Comprehensive School from 1st January, 1985. The vacancy arises from the appointment of Mr J.E. Trayham as Head of Brimsdown Green School, Avon.

Pewsey Vale is a well established 11-18 mixed Comprehensive School serving Pewsey and an extensive rural area. The number on roll (September 1984) is approximately 530. Sixth form education for the Pewsey area is provided at St John's School, Marlborough (11-18 Comprehensive).

The School is housed in permanent buildings of good quality on an attractive open site. Adjacent to the School is the Pewsey Sports Centre, which includes a sports hall and indoor swimming pool. The Centre has its own Managing Body but Pewsey Vale and other schools have exclusive use of it during school hours. A new County Primary School to serve Pewsey is at present under construction elsewhere on the site and will open in September 1985. Most of the other primary schools in the area are small village schools; with them and with the wider community Pewsey Vale has developed strong links.

Application form and further details from the Chief Education Officer, Education Department (ST/7/PMB), County Hall, Trowbridge, BA14 8JB. (S.A.E. please). Closing date 17th September, 1984.

London Borough of ENFIELD EDUCATION DEPARTMENT

HEADSHIP OF BROOMFIELD SCHOOL.

Applications are invited for the post of Headteacher of a new six form entry, Group 12, mixed 11-18 comprehensive school, with a large sixth form. The school is to be formed in September 1985 by merging the two existing 11-18 comprehensive schools of Amos and Minchenden and will be named Broomfield. The school will be on two sites until 1986/87, when it is expected that the whole school will be at the single Amos school site, Wilmer Way, London, N14. The proposed roll for September 1985 is 1,600 pupils (including a sixth form of approximately 300 pupils) which will fall steadily to about 1,000 by 1990.

The successful candidate will be appointed from 1st January 1985 and will be involved in devising a structure for the new school and in the appointment of the Deputy and other staff as well as initiating and overseeing the detailed planning needed for the effective implementation of the amalgamation in September 1985.

Salary for the successful candidate will be the range of £19,495 to £19,701 plus London Allowance, £245. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Previous applicants will be considered. Application forms and further details (large SAE) obtainable from the Director of Education, P.O. Box 55, Civic Centre, Silver Street, Enfield, Middx, EN1 3XQ, to whom they should be returned as soon as possible, but not later than 21st September, 1984.

Education Service Headships

Applications are invited from suitably qualified and experienced teachers for the Headships of the following Schools.

Park Wood Middle School, Hawk Drive, Brickhill, Bedford MK41 7JE

From April 1985 or earlier if possible. Group 6

Estimated number on roll September 1984 - 358 children aged 9 - 13 years.

Queensbury Upper School, Langdale Road, Dunstable LU8 3BU

From January 1985. Group 11

Estimated number on roll September 1984 - 960 children aged 13 - 18 years.

Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford MK42 8AP.

Closing Date: 21 September 1984.

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SECONDARY HEADSHIPS

(continued)

ROCHDALE

METROPOLITAN BOROUGH OF

ROCHDALE

EDUCATION DEPARTMENT

An Equal Opportunity Employer

REQUIRED FOR 1

JANUARY 1985

HEADSHIP

HOLLIN HIGH SCHOOL

Group 8

Applications are invited from

suitably qualified and experienced

teachers for the headship of this

school which will become vacant

on 1 January 1985 following the

retirement of the present headteacher,

Mr D.C. Davies. Roll 2136. Burnham

group 14 plus Inner London

Lancashire County Council

An Equal Opportunities Employer

Unless otherwise stated, the following are required for 1st January, 1985 and the closing date for all posts is 20th September, 1984.

Secondary Schools

Unless otherwise stated, forms/further details from/to the Headteacher at the school. (SAE please).

BURNLEY HABERGHAM HIGH PLUS 6TH FORM CENTRE (CONTROLLED)

Burnley 600 on Roll (750 from August 1985) Co-ed — 11-16: 285 — 16-18.

HEAD TEACHER — GROUP 12

Forms/further details from/to The District Education Officer, Education Offices, 14 Nicholas Street, Burnley. (SAE please).

BLACKBURN WITTON PARK HIGH

Buncar Lane, Blackburn (1,242 on Roll; mixed 11-16)

HEAD TEACHER — GROUP 11

Forms/further details from/to The District Education Officer, Education Offices, Town Hall, Blackburn. (SAE please)

PENWORTHAM ALL HALLOWS R.C. HIGH (AIDED)

Crabtree Avenue, Penwortham, Preston (890 on Roll)

HEAD TEACHER — GROUP 10

Practising and committed Catholics who have the Catholic Teachers Religious Teaching Certificate preferred.

Forms/further details from/to Rev. B. Gowney, St. Teresa's R.C. Presbytery, Queensway, Penwortham, Preston. (SAE please)

BURSCOUGH PRIORY HIGH

Trévor Road, Burscough (810 on Roll; mixed)

HEAD TEACHER — GROUP 10

Forms/further details from/to The District Education Officer, Greenby Buildings, Derby Street, Ormskirk. (SAE please)

BRIERFIELD MANSFIELD HIGH

Elland Road, Brierfield. (900 on Roll; mixed 11-16 comprehensive)

GROUP 10 — SECOND MASTER/MISTRESS

BRIERFIELD MANSFIELD HIGH

Elland Road, Brierfield. (900 on Roll; mixed 11-16 comprehensive)

SCALE 4 — HEAD OF ENGLISH DEPARTMENT

Applications are invited from suitably qualified teachers with experience of work in modular Technology or related courses to at least 'O' level.

Possible housing assistance. Further details and an application form available from the Project Director, Peterborough Education Centre, Peterborough. (SAE please). Closing date: 19th September, 1984.

COLNE PRIMET HIGH

Dent Street, Colne. (781 on Roll; mixed 11-16 comprehensive).

SCALE 2 — MATHS

RE-ADVERTISEMENT

LYTHAM ST. ANNES COUNTY HIGH

Worsley Road, Lytham St. Annes (1,448 on Roll; 11-18).

SCALE 1 — PHYSICS

CHORLEY ALBANY HIGH

Bolton Road, Chorley (1,000 on Roll; mixed 11-16).

SCALE 1 — HOME SCIENCE/CHILD CARE TO BE TAUGHT WITHIN AN INTEGRATED DESIGN FACULTY.

TWO POSTS

BARNOLDSWICK WEST CRAVEN HIGH

Kelbrook Road, Barnoldswick (854 on Roll; mixed 11-16 comprehensive). 1st January 1985 or as soon as possible.

Post 1 — SCALE 1 — HOME ECONOMICS

Post 2 — SCALE 1 — ENGLISH

INTEREST IN DRAMA.

COLNE PRIMET HIGH

Dent Street, Colne (781 on Roll; mixed 11-16 comprehensive).

SCALE 1 — FRENCH — PLEASE STATE OTHER MODERN LANGUAGE OFFERED

SECONDARY SPEECH & DRAMA

continued

Scale 1 Posts

BARNET

LONDON BOROUGH

COMPREHENSIVE SCHOOL

Green Lane, Edgware, HA8 8JH

Mixed. Roll 961. Sixth Form 140

Required for end of OCTOBER, 1984, teacher of DRAMA and ENGLISH, Scale 1.

Post consists of teaching Drama to junior pupils, taking responsibility for entire production and teaching English to public examination level.

Scale 2 for suitable candidate. Salary Scale 23.178 (to £8,754 for Good Honours Graduate) plus £4.55 London Addition. Scale 3: £5,949 — £9,138 p.a. (plus 12% in approved cases assistance may be given towards removal expenses and separation allowance).

Apply in writing to Head Teacher with C.V. and names of two referees. S.A.E. Director of Educational Services. (06234) 135222

DEVON

Please see displayed advertisement on Page 65. (08314) 135222

EALING

LONDON BOROUGH

ACTON HIGH SCHOOL

Uxbridge Road, Acton, W3 3LH

Required for September 1984

Scale 1 Teacher of Drama, English and Art. An important part of the Performing Arts Department will be to develop their own particular areas. Expected to play a full part in the running of the department, including out of school activities. An ability to teach drama and art would be an advantage.

Salary Scale 23.178 (to £8,754 for Good Honours Graduate) plus £4.55 London Addition. Scale 3: £5,949 — £9,138 p.a. (plus 12% in approved cases assistance may be given towards removal expenses and separation allowance).

Apply in writing to Head Teacher with C.V. and names of two referees. S.A.E. Director of Educational Services. (06234) 135222

Technology

Scale 2 Posts and above

CAMBRIDGESHIRE

NORTHERN AREA

TECHNOLOGY

Teacher of Technology (Scale 4). The holder of this post will be expected to work with schools and colleges engaged in the C.V.E. project and assist with curriculum development. Applications are invited from suitably qualified teachers with experience of work in modular Technology or related courses to at least 'O' level.

Possible housing assistance. Further details and an application form available from the Project Director, Peterborough Education Centre, Peterborough. (SAE please). Closing date: 19th September, 1984.

STOCKPORT

TEACHER OF PHYSICS/MATHEMATICS

TECHNOLOGY REQUIRED FOR OCTOBER 1984

SCALE 1 Ref. 2550

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CAMBRIDGESHIRE

CEADARS ADOLESCENT PSYCHIATRIC UNIT

PETERBOROUGH DISTRICT HOSPITAL

18 Alderman's Drive, Peterborough

SCALE 5 FULL-TIME TEACHER

REQUIREMENT WITH EFFECT EARLIER IF POSSIBLE: A small group of secondary aged children admitted to the unit. The postholder is also responsible for liaison with medical and nursing staff within the unit and with the schools from which the children have been withdrawn.

Possible housing assistance. Further details and an application form available from the Senior Area Education Officer, Education Office, Peterborough PE1 1UJ (S.A.E. please). Closing date 21st September. (08314) 135620

KENT

COUNTY COUNCIL

THANET DIVISION

THANET COUNTY SECONDARY SCHOOL

St. Andrew's Road, Kent

CONVINCING YOUTH WING A Teacher/Leader (Scale 3)

17-19 age range. The postholder is to be based within the complex of the school, preferably with a Youth Work Option or equivalent.

Further details and application forms are available from Mr. J. Curtis, Divisional Youth and Community Service Officer, Education Office, Thanet, The Vele, Broadstairs, Kent. Closing date should be returned by 24th September 1984. (0838) 135620

DEVELOPMENT

Please see displayed advertisement on Page 65. (08314) 135222

STOCKPORT

TECHNOLOGY

Required for January, 1985. Scale 1 Ref. 2550

TECHNOLOGY REQUIRED FOR OCTOBER 1984

SCALE 1 Ref. 2550

TECHNOLOGY REQUIRED FOR OCTOBER 1984

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TECHNOLOGY REQUIRED FOR OCTOBER 1984

Sixth Form and Tertiary Colleges

Deputy Headships

Second Masters/Mistresses

HAMPSHIRE

INDEPENDENT MATS
continued

MIDDLESEX

HOUNSLOW COLLEGE

Hounslow, Graduate required immediately to teach Mathematics to level. Full-time or full-time post.

Apply, giving full details and the names of two referees, to the Headmaster, Hounslow College, Hounslow, Middlesex, TW2 8JL. (08350) 183424

OXFORDSHIRE

ABINGDON SCHOOL

Independent, H.M.C., 700 boys, 11-18. Boarding and Day.

Wanted for January 1985: Good Honorary Graduate to teach Mathematics to 'A' level, and teach time-tabled and term games, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 4DE. (05353) 183424

REQUIRED as soon as possible, an experienced teacher of 'A' level Mathematics must

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 4DE. (05353) 183424

Modern Languages

Heads of Department

LONDON W8

LATYMER UPPER SCHOOL

Independent, H.M.C., 1000 boys.

Wanted for January 1985: Good Honorary Graduate to teach Modern Languages, French, Latin, Italian, Spanish and Russian, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, Latymer Upper School, King Street, London W8 5LR. (08524) 183418

Other Assistants

BUCKINGHAM

STOWE SCHOOL

Graduate to teach French at all levels of the school. Full details and application form from: The Headmaster, Stowe School, Bucks. (04555) 183424

MIDDLESEX

ST. DAVID'S SCHOOL

Church Road, Ashford, Middlesex. Required January 1985 a fully qualified graduate to share teaching French throughout the school and boarding school.

Apply in writing to the Headmaster with full curriculum vitae mentioning any other language offered and giving the names and addresses of two referees. (08946) 183624

WELLS CATHEDRAL SCHOOL

Wells, Somerset HMC GBA

Director of Music

Following the appointment of Richard Hickman as Director of Music for the Royal County of Berkshire, this appointment is advertised for April 1985. The post will be available from January. The school is one of the four Specialist Music Schools in England. The Director will have overall responsibility for the development of this work and for all the school's Music.

Further details are available from The Head Master. Telephone: Wells (0749) 72117.

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Further details are available from The Head Master. Telephone: Wells (0749) 72117.

Pastoral

Other Assistants

BUCKINGHAMSHIRE

WYCOMBE ABBEY SCHOOL

Weymouth, Dorset. Required for January 1985, a graduate to teach Science to 'A' level, and to teach time-tabled and term games, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, Wycombe Abbey School, Weymouth, Dorset. (01924) 183424

OXFORDSHIRE

ABINGDON SCHOOL

Independent, H.M.C., 700 boys, 11-18. Boarding and Day.

Wanted for January 1985: Good Honorary Graduate to teach Mathematics to 'A' level, and teach time-tabled and term games, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 4DE. (05353) 183424

REQUIRED as soon as possible, an experienced teacher of 'A' level Mathematics must

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 4DE. (05353) 183424

Modern Languages

Heads of Department

LONDON W8

LATYMER UPPER SCHOOL

Independent, H.M.C., 1000 boys.

Wanted for January 1985: Good Honorary Graduate to teach Modern Languages, French, Latin, Italian, Spanish and Russian, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, Latymer Upper School, King Street, London W8 5LR. (08524) 183418

Other Assistants

BUCKINGHAM

STOWE SCHOOL

Graduate to teach French at all levels of the school. Full details and application form from: The Headmaster, Stowe School, Bucks. (04555) 183424

MIDDLESEX

ST. DAVID'S SCHOOL

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Further details are available from The Head Master. Telephone: Wells (0749) 72117.

Science

Other Assistants

EDINBURGH

ST GEORGE'S SCHOOL

For Girls. Garscube Terrace, Edinburgh EH12 6BG. (Secondary Roll 370)

PRINCIPAL TEACHER OF CHEMISTRY

Wanted for January 1985 a well qualified graduate to teach Chemistry to 'A' level, and to teach time-tabled and term games, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, St George's School, Edinburgh EH12 6BG. (0131) 183424

Other than by Subject Classification

Interest and ability to assist in the Computer Department of the School would be an asset but is not essential.

GLoucestershire

CHELTON LADIES' COLLEGE

Wanted for January 1985 a good honours graduate to teach Physics throughout the school. Salary according to qualifications and experience.

Please apply to the Principal, Cheltenham Ladies' College, Cheltenham GL50 3AZ. Giving full curriculum vitae and the names and addresses of two referees. (01242) 184824

KENT

Wanted: qualified teacher to teach Chemistry to Advanced level from Half Term in the Autumn Term until Easter. Salary according to qualifications and experience.

Please apply to the Headmaster, Maidstone School, Maidstone ME14 1JL. (01795) 184824

MANCHESTER

ST BEDE'S COLLEGE

Wanted for January 1985 a well qualified graduate to teach Chemistry to 'A' level, and to teach time-tabled and term games, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, St Bede's College, Manchester M16 8HX. Tel: 061-226 3333

Other Assistants

BUCKINGHAMSHIRE

WYCOMBE ABBEY SCHOOL

Weymouth, Dorset. Required for January 1985, a graduate to teach Science to 'A' level, and to teach time-tabled and term games, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, Wycombe Abbey School, Weymouth, Dorset. (01924) 183424

OXFORDSHIRE

ABINGDON SCHOOL

Independent, H.M.C., 700 boys, 11-18. Boarding and Day.

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Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 4DE. (05353) 183424

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Modern Languages

Heads of Department

LONDON W8

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Independent, H.M.C., 1000 boys.

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Full details and application form from: The Headmaster, Latymer Upper School, King Street, London W8 5LR. (08524) 183418

Other Assistants

BUCKINGHAM

STOWE SCHOOL

Graduate to teach French at all levels of the school. Full details and application form from: The Headmaster, Stowe School, Bucks. (04555) 183424

MIDDLESEX

ST. DAVID'S SCHOOL

Church Road, Ashford, Middlesex. Required January 1985 a fully qualified graduate to share teaching French throughout the school and boarding school.

Apply in writing to the Headmaster with full curriculum vitae mentioning any other language offered and giving the names and addresses of two referees. (08946) 183624

SURREY

FRENCHAM HEIGHTS SCHOOL

Rowledge, Farnham, Surrey

This co-educational boarding and day school of 240 pupils aged 11 to 18 requires in January, 1985

PHYSICS WITH CHEMISTRY TEACHER

able to teach Junior Science and Physics up to O level. With competence and flair. Highly successful working conditions, possibilities for career advancement and/or post on resident house staff. Non-resident house staff in first instance.

Burnham Scale 1.

Write fully with two referees and any available testimonials to Headmaster. (05053) 184824

Other than by Subject Classification

Interest and ability to assist in the Computer Department of the School would be an asset but is not essential.

Worcester

THE ALICE OTLEY SCHOOL

Worcester

Required for January 1985 a well qualified graduate to teach general form subjects mainly to the 10 year olds. Salary according to qualifications and experience.

Please apply to the Principal, The Alice Otley School, Worcester. (01905) 184824

Physical Education

Other Assistants

BUCKINGHAMSHIRE

WYCOMBE ABBEY SCHOOL

Weymouth, Dorset. Required for January 1985, a graduate to teach Science to 'A' level, and to teach time-tabled and term games, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, Wycombe Abbey School, Weymouth, Dorset. (01924) 183424

OXFORDSHIRE

ABINGDON SCHOOL

Independent, H.M.C., 700 boys, 11-18. Boarding and Day.

Wanted for January 1985: Good Honorary Graduate to teach Mathematics to 'A' level, and teach time-tabled and term games, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 4DE. (05353) 183424

REQUIRED as soon as possible, an experienced teacher of 'A' level Mathematics must

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 4DE. (05353) 183424

Modern Languages

Heads of Department

LONDON W8

LATYMER UPPER SCHOOL

Independent, H.M.C., 1000 boys.

Wanted for January 1985: Good Honorary Graduate to teach Modern Languages, French, Latin, Italian, Spanish and Russian, for 1 year, during secondment of a senior member of the Department.

Full details and application form from: The Headmaster, Latymer Upper School, King Street, London W8 5LR. (08524) 183418

Other Assistants

BUCKINGHAM

STOWE SCHOOL

Graduate to teach French at all levels of the school. Full details and application form from: The Headmaster, Stowe School, Bucks. (04555) 183424

MIDDLESEX

ST. DAVID'S SCHOOL

Church Road, Ashford, Middlesex. Required January 1985 a fully qualified graduate to share teaching French throughout the school and boarding school.

Apply in writing to the Headmaster with full curriculum vitae mentioning any other language offered and giving the names and addresses of two referees. (08946) 183624

WELLS CATHEDRAL SCHOOL

Wells, Somerset HMC GBA

Director of Music

Following the appointment of Richard Hickman as Director of Music for the Royal County of Berkshire, this appointment is advertised for April 1985. The post will be available from January. The school is one of the four Specialist Music Schools in England. The Director will have overall responsibility for the development of this work and for all the school's Music.

Further details are available from The Head Master. Telephone: Wells (0749) 72117.

SURREY

FRENCHAM HEIGHTS SCHOOL

Rowledge, Farnham, Surrey

This co-educational boarding and day school of 240 pupils aged 11 to 18 requires in January, 1985

PHYSICS WITH CHEMISTRY TEACHER

able to teach Junior Science and Physics up to O level. With competence and flair. Highly successful working conditions, possibilities for career advancement and/or post on resident house staff. Non-resident house staff in first instance.

Burnham Scale 1.

Write fully with two referees and any available testimonials to Headmaster. (05053) 184824

Other than by Subject Classification

Interest and ability to assist in the Computer Department of the School would be an asset but is not essential.

Worcester

THE ALICE OTLEY SCHOOL

Worcester

Required for January 1985 a well qualified graduate to teach general form subjects mainly to the 10 year olds. Salary according to qualifications and experience.

Please apply to the Principal, The Alice Otley School, Worcester. (01905) 184824

Physical Education

Other Assistants

BUCKINGHAMSHIRE

SCHOOL CURRICULUM COMMITTEE FOR WALES



The SCDC is jointly funded by the Department of Education and Science and the Local Authorities. Its role is to review, evaluate, initiate and disseminate current and new curriculum development work relevant to primary and secondary school education in England and Wales.

The SCDC works in close collaboration with the Secondary Examinations Council. The Headquarters of both bodies are located in Notting Hill Gate, London W11. The SCDC has a Committee for Wales, based in Cardiff, which wishes to make the following appointment:

Principal Professional Officer Cardiff

The Committee for Wales is responsible for advising the SCDC on the special needs of schools and pupils in Wales. The Professional Officer based in Cardiff will work in the first instance to the Secretary for the Wales Committee, to develop and implement the policies, projects and programmes of the SCDC and to manage the work of the executive and administrative staff.

Essential
Ability to contribute to curriculum development and to build effective working relationships with appropriate representatives outside the SCDC. Skills and experience in staff management and committee administration. Willingness to travel throughout Wales and England as representative of the SCDC.

Desirable
Experience of one or more of the following areas: Educational research project management and evaluation, experience as a teacher/adviser, familiarity with industry, familiarity with the Welsh language.

Benefits
Terms and conditions similar to Civil Service. Salary: £12,339 to £16,656 (under review). Non-contributory pension scheme.

How to apply
For further details and an application form contact: Ann Stewart, SCDC, Newcombe House, 45 Notting Hill Gate, London W11 3JB. Telephone: 01-229 1234, Ext 282.

Closing date
Completed forms to be returned by 21st September, 1984.

Metropolitan Borough of Sefton

GENERAL ADVISORS

(4 POSTS)

Soulbury Head Teacher Group 8
Salary £13,953 to £16,189 p.a.

The Authority is expanding its Advisory Service by the appointment of four additional Advisors.

All Advisors have a general responsibility for a group of schools and, in addition, are required to offer specialist advice in one or more fields. It is hoped to strengthen the existing team by adding specialist expertise in some or all of the following areas:

Computers in education
Craft, design and technology
Economics and Business Studies (including School/Industry links)
Geography
History
Mathematics
Primary Education

Applications are invited from well qualified persons with appropriate teaching experience at senior level. Recent experience in primary schools is essential for applicants offering primary education as their specialist field. Primary experience, while not essential for those offering other specialisms, will however be an added advantage.

Further details and application form (on receipt of S.A.E.), returnable by 21st September from The Chief Education Officer, Education Department, Town Hall, Oriel Road, Bootle, Merseyside, L20 7AE.

Isle of Wight County Council APPOINTMENT OF DEPUTY EDUCATION OFFICER

Applications are invited for the full-time post of Deputy Education Officer at this top security establishment for long-term male prisoners.

Applicants should be experienced, qualified teachers able to take over the organisation of Mathematics teaching in the general education programme to which the department operates. FE and/or AE experience will be an added advantage. Duties will include administration and supervision of classes and teachers as well as a personal teaching commitment. Candidates must be prepared to undertake two evening duties each week with time off in lieu.

Salary: L11 (£7,215-£11,568).

Application forms and further details can be obtained from the County Education Officer, County Hall, Newport, Isle of Wight, PO30 1UD, to whom completed forms should be returned by 28 September, 1984.



Barking College of Technology

Re-Advertisement

CHIEF ADMINISTRATIVE OFFICER

Principal Officer Range PO.1 - £10,869 - £11,679 p.a. inclusive (under review)

The person appointed will be a member of the Senior Management Team, will be expected to have appropriate qualifications together with substantial experience at a senior level in further education administration either in a college or in local government, preferably in education and/or finance. The present postholder will be retiring shortly.

Application forms obtainable from and returnable to the Principal, Barking College of Technology, Dagenham Road, Romford, RM7 0XU, together with letter of application, by 19th September, 1984. Previous applicants who wish to be reconsidered need only indicate this by letter.

London Borough of BARKING and DAGENHAM

EDUCATION DEPARTMENT Senior Administrative Officer (Personnel)

£10,821-£11,985 Guildford

Required for the overall personnel management of teaching and non-teaching staff in schools in the South West Area of Surrey (over 120 establishments). This will include control of staff resources, operation of recruitment procedures up to Head Teacher level appointments in primary schools, resolution of disciplinary and grievance problems. You will also be required to act as clerk to a number of School Governing bodies and an academic study group.

Applicants should have at least five years' experience in education administration at a senior level with personnel management responsibilities. Application form from Head of Manpower Services, County Hall, Penrhyn Road, Kingston upon Thames, Surrey KT1 2DN. Tel: 01-546 1050, Ext. 3577. (Please quote Ref. M8D/70). Closing date: 21st September 1984.



General Adviser for Secondary Education

Soulbury Scale Equivalent to Burnham Headship Group 9

Applications are invited from well qualified and experienced persons for this post. Candidates should have experience of the management, organisation and curriculum planning of secondary schools at Head or Deputy Head level. The Adviser will be responsible for the provision of general advice and support for secondary schools in Amber Valley and Erewash. The post is based in Ripley.

There is a scheme of financial assistance for newly appointed staff including removal, lodging and re-location allowances. An essential user car allowance is available. Application forms and further details may be obtained from the Director of Education, County Offices, Matlock, DE4 3AG (telephone 0629 3411, extension 6530). Applications will not be acknowledged unless a stamped addressed envelope is included. Applications should be made as soon as possible and not later than the 28 September 1984. Interviews will be held in mid October.



SHROPSHIRE EDUCATION COMMITTEE

APPOINTMENT OF GENERAL ADVISER (English and Drama)

The post carries general responsibility for a group of secondary schools and a county wide responsibility for English and language development.

Salary: Soulbury H.T.
Group 9 - £15,027-£16,281

Application forms and further particulars from the undersigned (send s.a.e.) returnable by 1st October, 1984.

J. BOYERS, Esq.,
County Education Officer
Education Department
Shirehall, Shrewsbury

ADMINISTRATION L.E.A.

continued

HERTFORDSHIRE ADVISORY TEACHER FOR MODERN LANGUAGES HERTFORDSHIRE COUNTY COUNCIL

An Advisory Teacher for Modern Languages (Burnham Salary Scale 4) required for January 1985.

Applicants should be French specialists, preferably with second language skills. A knowledge of computers would be an advantage. Enthusiasm, resourcefulness and flexibility are essential.

Letters of application, with curriculum vitae and the names of two referees should be sent to The Chief Education Officer (Ref. VM11), Education Department, County Hall, Hertford SG13 8DF from whom further details may also be obtained. Closing date for applications September 28th. (09000) 480000

MANCHESTER

OFFICE OF MANCHESTER
EDUCATION COMMITTEE
TRAINEE ADMINISTRATIVE
ASSISTANT

Salary scale: Scale 4/6 - max. £7,122 per annum (plus award).

This is a full time temporary post strengthening the careers service to deal with the unemployed. The post holder will be responsible for the education service, including the administration of the local government experience is desirable.

The City Council operates a Union Membership agreement under which a new employee is required to become a member of a recognised union. Application forms and details from the Chief Education Officer, Education Personnel Office, Crown Square, Manchester M60 3BB quoting Ref. E7. Closing date 21st September, 1984. An Equal Opportunity Employer. (055471) 480000

Education Department

Subject Adviser

(Mathematics in Secondary Schools)

Soulbury Group 7
£13,023-£14,253 plus £645 London Allowance and 'Casual User' Car Allowance.

Required for September, 1984, suitably qualified and experienced Teachers for this post within the Advisory Service based at the Teachers' Centre, Queens Road, E117.

Applicants should have appropriate qualifications and successful teaching experience, including knowledge of computer education.

This is a re-advertisement and previous applicants will be considered.

Application form and further details obtainable from the Recruitment Officer, Personnel Department, Town Hall, Forest Road, London E17 4JF. (Tel: 01-531 8899, 24 hour answering service). Please quote reference G8244. Closing date: 21st September, 1984.

AN EQUAL OPPORTUNITY
EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.



DIRECTORATE OF EDUCATION AND RECREATION

General Inspector

(Soulbury-Burnham HT9) £15,672 to £16,926 per annum inclusive (increase under negotiation) Post 47 10 02

Applications are sought offering substantial and varied teaching experience including posts at a senior level. The principal inspectorial responsibility will be general, operating in the full range of institutions. Candidates accordingly are sought who possess wide intellectual capacity and energy.

Application forms and full details may be obtained from: The Director of Education and Recreation (ref H4/DW), 2 Kingston upon Thames KT1 1EU (Telephone 01-546 2121, Ext. 2311).

Closing date: 21st September 1984.

ROYAL BOROUGH OF KINGSTON UPON THAMES

(0507)

City of Manchester

EDUCATION COMMITTEE

District Inspector

With responsibility for middle years and special educational needs.

Soulbury: Headteacher Group 10
- £16,008-£17,262

We require someone with substantial experience in the education of 9-13 year olds and a proven commitment to meeting special educational needs.

Application forms and further particulars are available from the Chief Education Officer, Education Personnel Office, Crown Square, Manchester M60 3BB, quoting Ref. E98. Tel: 051-228 2191 Ext. 7515. Closing date: 21 September 1984.

AN EQUAL OPPORTUNITY EMPLOYER

(0504)

STOCKPORT

SPECIALIST CAREERS
OFFICER FOR THE
UNEMPLOYED
STOCKPORT DISTRICT
COUNCIL
This is a full time temporary post strengthening the careers service to deal with the unemployed.

Duties will include working with employers, counselling and planning work with the young unemployed and liaison with all other agencies concerned. Applicants should have relevant employment experience, preferably with a diploma in careers guidance. A casual user car allowance is payable.

Application forms and further details obtainable from and returnable to: The Director of Education, Town Hall, Stockport SK1 3XE. Quoting reference by 21st September, 1984. (Tel: 061-480-4949, Ext. 518). (07553) 480000

HERTFORDSHIRE EDUCATION COMMITTEE

ADMINISTRATIVE
ASSISTANT

Required as soon as possible after 1st September 1984. Full time, 52 weeks, per year, scale 5-52, £7,122 - £7,896 plus fringe allowance. The person appointed will be office manager and also have responsibility for monitoring staff appointments, admissions, and transport. Full details and application form from Divisional Education Officer to whom application should be returned to as soon as possible. (05514) 480000

SHROPSHIRE EDUCATION COMMITTEE ADVISORY SERVICE

Two appointments are to be made.

GENERAL ADVISER - English and Drama.

This post carries general responsibility for a group of secondary schools and a county wide responsibility for English and language development.

Salary - Soulbury HT Group 9, £15,027 - £16,287

PRIMARY ADVISER

This is an additional post in an existing team of three under the direction of a Senior Primary Adviser and will carry responsibility for a group of primary schools.

Salary - Soulbury HT Group 8, £13,953 - £15,189

Application forms and further particulars from the undersigned (please send S.A.E.) returnable by 1st October, 1984.

J. BOYERS, Esq.,
County Education Officer,
Education Department,
Shirehall,
Abbey Foregate,
Shrewsbury SY2 6ND. (0163)

Assistant Director of Education

(Further Education)

£17,526 - £19,896 (pay award pending)

Applications are invited from suitably qualified candidates for this senior appointment, commencing as soon as possible after 1st November 1984.

Applicants should have appropriate academic qualifications, successful teaching experience and substantial professional administrative experience, preferably with a local education authority.

The person appointed will be responsible to the Director of Education for the co-ordination of all work associated with the management of further education throughout the Authority.

Application forms and details from the Director of Education, Staffing Section, County Hall, Chichester, West Sussex. PO19 1RF. Tel: (0243) 777100 Ext 2308. Closing Date 28th September 1984.



METROPOLITAN BOROUGH OF KNOWSLEY EDUCATION DEPARTMENT

SENIOR ADVISER

(with special responsibility for English)

Soulbury Headteacher

Group 10 £16,008-£17,262

Applicants should be well qualified experienced Teachers with good organising ability who are able to offer advice on all aspects of the curriculum but in particular in English and language development. It would be an advantage to have had previous experience as an Adviser or in senior management in the Education Service. The person appointed will also have a general responsibility to make a distinctive contribution to the development of the educational service in the area.

Essential user car allowance payable; a job description is available.

Application forms and job descriptions are available from the Director of Manpower and Management Services, Municipal Buildings, Kirkby, Merseyside L32 1TX (Tel: 051 548 0242 24 hrs) to whom they should be returned not later than 20th September 1984.

Education Department

Principal Assistant Education Officer

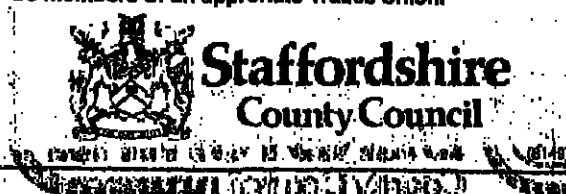
P.O. Special 4/5 £16,998 - £18,723 (Salary award pending)

Applicants for this third tier post should have wide experience of the education service. Duties will include responsibility for primary and secondary education in the northern area of the County which includes Stoke-on-Trent.

Further particulars and application form from Chief Education Officer, (Staffing N.T.), Education Offices, Tipping Street, Stafford, ST1 2DH.

Closing date 18th September, 1984. Proposed date for interviews 27th September.

All applicants are asked to note that it is the County Council's view that it is desirable for their employees to be members of an appropriate Trades Union.



Administration

Local Education Authority (continued)

HARINGEY

LONDON BOROUGH OF HARINGEY
EDUCATION SERVICE
Applications are invited for the post of **ASSISTANT EDUCATION OFFICER**.
GRADE: PO2. SALARY: £14,352 - £15,336 per annum inclusive.
The successful candidate will share with Assistant Education Officers for Primary & Secondary Education general responsibilities within the Schools Division and will, in the first instance, have specific responsibility for the Educational Needs. Previous administrative experience would be an advantage but consideration will be given to candidates with appropriate teaching qualifications and experience who wish to enter administration for the first time. Ref: E161.
PROFESSIONAL ASSISTANT
GRADE: PO2. SALARY: £11,588 - £12,350.
A professional assistant is required to support the Education Officer for Schools and Assistant Education Officers by carrying out a wide range of day-to-day duties within the Schools Division. The postholder will also be required to carry out specific duties in connection with the Chief Education Officer and Deputy, as necessary. Previous administrative experience is not essential although a candidate should have successful teaching experience and a degree or other relevant professional qualification. Ref: N16329.
Application form and further details are available from the Chief Education Officer, Education Officer for Schools, 1300 Road, Wood Green, London N22 4YJ. Applications returnable by 21st September 1984. Please quote Ref: HARINGEY as an equal opportunity employer. 480000 (0521)

NORTHUMBERLAND

EDUCATION
CAREERS ADVISORY SERVICE
Professionally qualified, experienced Careers Officers required for:
SENIOR CAREERS ADVISER (EMPLOYMENT & FURTHER EDUCATION)
PO1 £9,945 - £11,052.
Newly created post based at Morpeth. Principal responsibilities: to be a careers advisory service link with MGC in relation to VTS and other matters associated with measures to alleviate unemployment; for developing all aspects of Careers Service work, including VTS in County's 2 Colleges of Further Education.
CAREERS ADVISER
Scale 4 £7,191 - £7,896.
To undertake full range of careers officers duties based at Ashington Area Careers Office.
TRAINEE CAREERS ADVISER
Scale 2-4 £4,950 - £7,005.
Should have definite offer of place on approved course of training for diploma in Careers Guidance. To be based at Ashington Area Careers Office, commencing full-time training in January 1985.
Further details, application forms returnable by 28th September 1984. Please quote Ref: NORTHUMBERLAND as an equal opportunity employer. 480000 (0521)

HUMBERSIDE

COUNTY COUNCIL
EDUCATION DEPARTMENT
HEADQUARTERS
PROFESSIONAL ASSISTANTS
SALARY: Principal Officer's Range £10,344 - £11,045 per annum (points 35 - 38).
Required for January 1985 or earlier, if possible, two or more of the following:
1. Professional Assistant, to assist with the recruitment of staff for the reorganisation of the County's education.
2. Professional Assistant, to assist with the recruitment of staff for the City of Hull.
3. Professional Assistant, to assist with the recruitment of staff for the City of Kingston upon Hull.
4. Professional Assistant, to assist with the recruitment of staff for the City of Lincoln.
5. Professional Assistant, to assist with the recruitment of staff for the City of North Lincolnshire.
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100. Professional Assistant, to assist with the recruitment of staff for the City of West Lincolnshire.

OXFORDSHIRE

COUNTY COUNCIL
EDUCATION DEPARTMENT
PROFESSIONAL ASSISTANT
SALARY: Scale PO 1401 - £10,761 - £11,703 per annum (pay award pending).
Applications are invited for this new post within the Sites, Buildings & Forward Planning Division. The person appointed will be responsible to the Senior Assistant Education Officer (Sites, Buildings & Forward Planning) for the general management of the Division. The post is particularly suitable for a person seeking to enter educational administration, and applicants should preferably be graduates with teaching experience.
Application forms and further details are available from the Chief Education Officer, Oxfordshire County Council, Macleod House, 100, High Street, Oxford OX1 1NA, to whom completed forms should be returned by 28th September 1984. Closing date: 21st September 1984. (05191)

Administration

General

LONDON SW1

PRINCIPAL OUTWARD BOUND
ULLSWATER
Applications are invited for the post of Principal, Outward Bound Ullswater. The post carries the responsibility for all aspects of the business management and the educational direction of the Outward Bound centre in the North Lake District. Applicants should have a thorough knowledge and practice of the use of the outdoors in development training and have a proven ability in education, administration, public speaking, team management and pastoral work. The post requires a high level of commitment and dedication. A wide knowledge, experience and conviction about the value of Outward Bound training would be an advantage. Applicants should write to the Director, Outward Bound Trust, 19 Upper Belgrave Street, London SW1X 8BA, where further details are available. (05745) 500000

T.A.C.A.D.E.

TEACHERS ADVISORY COUNCIL FOR ALCOHOL AND DRUG EDUCATION
AMENDED ADVERTISEMENT
Applications are invited from suitably qualified and experienced candidates for appointment from January 1985 to the post of **DEPUTY SECRETARY** to the T.A.C.A.D.E. Council.
The successful applicant will co-ordinate and develop the work of the Council, which is responsible for the provision of information, advice and support to teachers and other professionals in the field of alcohol and drug education.
Further details and application form from Mrs M.M. Birt, Chairman, T.A.C.A.D.E. Council, 10, Mount Street, Manchester M2 5ND. (Enclon 05725) S.A.E. 500000

HM Tower of London The Armouries Assistant Education Officer

...to be concerned with all services provided by the Tower Education Centre. Duties will include presenting lessons and activities for pupils; lecturing to and organising seminars for senior pupils and students; advising teachers and organising teachers' courses; preparing printed and audio-visual material; assessing and improving the Centre's educational service.
Candidates must have a degree, preferably with 1st or 2nd Class honours in history. They should normally have a teaching qualification and at least 2 years' successful teaching experience, preferably at secondary level. Exceptionally others may be considered if they have experience and knowledge of special value. A good knowledge of English history and awareness of the potential of museums and historic buildings as learning resources essential. Knowledge of current developments in curriculum and teaching methods and experience of preparing multi-media lessons, work sheets and day courses advantageous.
Salary (under review) As Curator Grade E9005 - £11,465. Starting salary according to qualifications and experience.
For further details and an application form (to be returned by 27 September 1984) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 68551 (answering service operates outside office hours). Please quote ref: G(26)392. An equal opportunity employer

GENERAL ADMIN CONTINUED

THE SOUTH-EAST REGIONAL EXAMINATIONS BOARD FOR THE CERTIFICATE OF SECONDARY EDUCATION

Applications are invited for the following two posts:

(i) DEPUTY SECRETARY (Development)

(ii) ASSISTANT SECRETARY

Salary: (i) N.J.C. Principal Officer Range, Points 47-51: £14,034 - £15,357

(ii) N.J.C. Principal Officer Range, Points 36-43: £10,539 - £12,738

(N.J.C. scales are normally revised annually with effect from 1st July. The award for 1984 is still outstanding and will be automatically applied to the above scales).

The Board are creating a Development Section which will consist initially of the above two posts (with appropriate administrative and clerical assistance). The Section will spearhead the Board's work within the Southern Examinations Group in developing and implementing the G.C.S.E. It will also take charge of other development projects within the Board which at the moment include records of achievement, graded assessments and basic proficiency tests.

The posts call for enthusiasm, drive, initiative, organisational ability and effective communications skills. For the more senior post, in particular, extensive experience in examination work will also be expected.

Application forms and further particulars from: The Secretary, Department 7, The South-East Regional Examinations Board, 2 and 4 Mount Ephraim Road, Royal Tunbridge Wells, Kent TN11 1EU (telephone: Tunbridge Wells 35311, Extension 216), to whom completed applications should be returned by 28th September, 1984. (0174)

THE ASSOCIATED EXAMINING BOARD

Administrative Officer

Business Studies & Accounting

Applications are invited for the post of **ADMINISTRATIVE OFFICER** at the Board's offices which are currently in Aldershot, but will be located at Stag Hill, Guildford from late 1985. The post is concerned with the Board's educational work and the administration of its examinations. The Officer appointed will be responsible for a group of subjects including Business Studies, Accounting, Commerce and other related subjects.

Applicants should be graduates (or hold equivalent qualifications), preferably in one or more of the subjects mentioned above, and educational administration experience within the teaching profession or elsewhere would be particularly useful. Although the post is mainly concerned with administration and organisation, it involves important educational aspects including the development of examinations for the new General Certificate of Secondary Education. The experience of applicants should therefore demonstrate a close involvement and interest in the subjects concerned in a teaching or other educational capacity.

The appointment will be on the Administrative Officer Scale H from £8,740 per annum rising by 1st January 1985 to £11,160 per annum, aligned with UGC Scale points 1 to 11, currently under review. The starting point on the scale will depend on the qualifications and experience of the successful applicant.

Further details of the post, together with an application form, may be obtained from the Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire, GU11 1BQ (Telex: Aldershot 26551), to whom completed forms of application must be returned not later than Friday, 28 September, 1984. (1398)

Suffolk County Council

Education Department (Schools Division)

NORTHERN AREA ASSISTANT EDUCATION OFFICER - Suffolk House, Lowestoft

Post E181

Senior Management 3 £14,034 - £15,033 p.a.

Applications are invited from suitably qualified persons for the post of Assistant Education Officer Northern Area, based at Suffolk House, Lowestoft.

The postholder will actively support the Area Education Officer in maintaining and developing the education service within the Northern Area of the County.

This is a demanding management post. Applicants must be graduates with experience of educational administration at a responsible level who have also held a senior, leading position in a school.

An essential car user allowance is attached to this post and generous assistance with removal expenses are available.

Application forms and further particulars are available (please send stamped addressed envelope) from the County Education Officer, Grinstead Street, IPSWICH IP4 1LJ and should be returned by 14th September, 1984. (0121)

Northumberland County Council

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER

Grade PO2 £10,761-£11,703

(Award Pending)

Post within First, Middle and Special Schools Division.

Required to undertake a variety of duties within the division including the assessment of pupils' educational needs, provision of nursery education and review of school catchment area. Also to undertake special investigative projects from time to time.

Should be Honours graduate with teaching experience. Administrative experience with an Education Dept., whilst not essential, an advantage.

Application forms, returnable 28th September, 1984, further details - send sse to: Director of Education, County Hall, Morpeth NE61 2EF. (1982)

Education Officer (Schools)

Grade PO3 £16,020-£17,046 pa plus £777 LW

Following the retirement of the present postholder this third tier post has become vacant.

The postholder will be Head of the Schools Branch and will have responsibility for the development and implementation of policy as it affects all matters of schools administration.

Applicants should have considerable experience of the Education Service, teaching experience and proven managerial ability.

This is a re-advertisement - previous applicants will be automatically reconsidered.

This post is NOT SUITABLE FOR JOB SHARING.

Application forms and job descriptions from the Personnel Division, Room 1, Brent Town Hall Annex, Kings Drive, Wembley, Middlesex HA9 9BR returnable by 28th September. Tel: 01-908 037 (24 hour Answerphone service). Reference number E16 must be quoted. (0540)

London Borough of BRENT

Brent is an Equal Opportunity Employer. Job seekers welcome.

ilea Inner London Education Authority

Senior Administrative Officer

HAMMERSMITH AND WEST LONDON COLLEGE

Gildon Road, Barons Court, W14

Salary £14,078 - £15,766

(Inclusive of London Allowance)

A Senior Administrative Officer is required for the College. The person appointed will be responsible for the management and Academic Board, and responsible for the management of the annual cycle of administrative work of the College, including finance, statistics, assessment of fees, enrolment, examinations, inter-authority recruitment, and the provision of office services, as well as dealing with matters relating to the preparation of the budget, the subsequent control and the maintenance of proper accounting procedures.

Further details and application forms from the principal, Hammersmith and West London College at the above address. Closing date for receipt of completed applications: 28 September 1984.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER.

Applicants are invited to apply by 28th September 1984.

Applicants should be graduates with a degree in a relevant subject and at least 5 years' experience in a similar post.

Applicants should have a good knowledge of the education system in London and be able to work independently.

Applicants should be able to work under pressure and to meet deadlines.

Applicants should be able to work with a team and to be a team player.

Applicants should be able to communicate effectively with staff and students.

Applicants should be able to handle confidential information.

Applicants should be able to work flexibly and to adapt to change.

Applicants should be able to work to a high standard of accuracy.

Applicants should be able to work to a high standard of efficiency.

Applicants should be able to work to a high standard of reliability.

Applicants should be able to work to a high standard of integrity.

Applicants should be able to work to a high standard of honesty.

Applicants should be able to work to a high standard of fairness.

City of Manchester

EDUCATION COMMITTEE

Assistant Education Officer - Administration

£14034-£15357 (Pay award pending)

A vacancy will exist from 1 January 1985 for this post in the Administration Branch, following restructuring of the Department and senior staff changes. Applications are invited from women and men with substantial experience in the management of education authorities and their establishments.

The City Council operates a Union Membership agreement under which a new employee is required to become a member of a recognised Union.

Application forms and further particulars are available from the Chief Education Officer, Education Personnel Office, Crown Square, Manchester, M80 3BB, quoting Ref. E12. Tel: 061-228 2191 Ext. 7316.

An Equal Opportunity Employer

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Northumberland County Council

EDUCATION DEPARTMENT

THREE GENERAL ADVISERS

Soulbury Group 8 (£13,953-£15,189 - award pending)

Applications are invited from successful versatile and well-qualified teachers, having experience at a senior level in primary, middle or secondary schools, for one of three General Adviser posts vacant because of retirement, to commence from 1st January 1985. Successful candidates will be responsible for a curriculum area within the range listed broadly below and will act as general adviser to a group of schools:

Visual Arts/Design

Technology/Applied Science/Workshop Crafts

Geography/History/Environmental/Social Studies

Home Studies

Removal expenses/lodging allowance may be payable.

Application form and further information from: Director of Education, County Hall, Morpeth NE61 2EF. (Tel: 0670 514343, Ext. 3652.)

Closing date for receipt of completed forms: 24th September, 1984. (1981)

Leicestershire

ASSISTANT EDUCATION OFFICER

(SCHOOL)

PO (48) £12,738 - £13,725

(Revised Scale)

This interesting and demanding post (available 1st January 1985 or as soon as possible afterwards) covers a varied range of duties in the office and is open to graduates with good teaching and LEA administrative experience.

Applications are also invited from those who, although without LEA administrative experience, have teaching experience at Head of Department level or above.

Previous applicants need not re-apply; their applications will be reconsidered.

Client care allowance. Assistance with removal expenses in approved cases.

Application forms and further particulars available on receipt of S.A.E. from the Director of Education, Room 25, County Hall, Leicester, LE1 5BB or telephone (0533) 871215, ext. 7177.

Closing date: 28th September 1984.

LEICESTERSHIRE IS AN EQUAL OPPORTUNITIES EMPLOYER.

Applicants are invited to apply by 28th September 1984.

Applicants should be graduates with a degree in a relevant subject and at least 5 years' experience in a similar post.

Applicants should have a good knowledge of the education system in Leicestershire and be able to work independently.

Applicants should be able to work under pressure and to meet deadlines.

Applicants should be able to work with a team and to be a team player.

Applicants should be able to communicate effectively with staff and students.

Applicants should be able to handle confidential information.

Applicants should be able to work flexibly and to adapt to change.

Applicants should be able to work to a high standard of accuracy.

Applicants should be able to work to a high standard of efficiency.

Applicants should be able to work to a high standard of reliability.

Applicants should be able to work to a high standard of integrity.

Applicants should be able to work to a high standard of honesty.

Applicants should be able to work to a high standard of fairness.

NATIONAL UNION OF TEACHERS

Requires

Education Assistant (AAO)

(Primary, Nursery and Multi-Ethnic Education)

Applications are invited for the above vacancy in the Union's Education Department. The Education Assistant will be involved in the drafting of policy statements and other documentation on matters of current educational concern, particularly in the fields of primary, nursery and multi-ethnic education. Research, analytical and writing skills, together with relevant teaching experience are the qualities looked for in candidates for the post. A commitment to anti-racist strategies is an essential attribute for the post. The person appointed will be responsible to the Senior Official of the Union's Education Department.

Salary: £7,636-£9,087 (inclusive of London Allowance). Appointment normally to commence on the minimum of the scale. £1 per day L.V.s, four weeks annual leave, plus generous public holidays. Compulsory contributory superannuation scheme.

Application forms and a job description are available from: The Senior Official (Admin), National Union of Teachers, Hamilton House, Mableton Place, London WC1H 9BD. Tel: 01-387 2442, Ext. 18. Closing date for return of application forms, 24th September, 1984. (0190)

EAST ANGLIAN EXAMINATIONS BOARD

DEPUTY SECRETARY

£13,725-£14,709

(Salary award pending)

